# Graduation Issue 1989


# Musket

Vol. XII, No. 7 | Lexington High School, Lexington, Mass. | June 11, 1989

LHS students who spent three weeks in France enjoy the relaxation provided by the steps of the La Maison Carrée in Nîmes, France. Each year, Lexington sponsors an exchange with students from Antony, a town similar to Lexington located near Paris. Photo by Austin Lin

# Principal Posts Finalized

## Waring Upset With Process Used to Select Finalists

By Jeremy Giller

Lexington High School's acting associate principal and three acting assistant principals have all been reappointed to their respective positions on a permanent basis.

On May 9, the Lexington School Committee, following the recommendations of Superintendent of Schools Philip E. Geiger, voted 5-0 to appoint Paul N. Brown as associate principal for curriculum, Jennifer Huntington as assistant principal for special services, Lawrence M. Robinson as assistant principal for student affairs, and Anthony V. Capezza, Jr. as assistant principal for buildings and facilities.

To gain tenure in their current positions, the four administrators must now serve three more years at LHS.

Explaining the search process at the School Committee meeting, Geiger said LHS Principal Michael G. Waring and Acting Assistant Superintendent for Secondary Education David A. Wilson had conducted evaluations on the four incumbents, and that Geiger had deemed their evaluations satisfactory.

However, after the appointments of Brown, Huntington, and Capezza, and prior to Robinson's appointment, Waring took exception to Geiger's statement. Waring said that his own evaluations had not been completed because he had only that day received Wilson's supplementary evaluations, which were needed to complete the process.

Waring later stated that he had not received Wilson's evaluations until "that afternoon." Waring added that there was "no way" he could have completed the evaluations, which also require discussions with the associate/assistant principals being evaluated, in time for that night's meeting.

According to Waring, he had been told by Geiger to indicate his concerns through a memo to

Continued on page 10

> "I wasn't involved appropriately [in the search process]."
>
> —LHS Principal Michael G. Waring

# *Pops Show Held*

By Alisha Bloom

The annual Lexington High School Pops Concerts, held on Thursday evening May 25 and Friday evening May 26, featured almost all of the LHS instrumental groups and all of the LHS choral groups. In addition, music department awards were presented at the concerts.

Daniel Berger, a senior who performed in five groups at Pops, said that his expectations for this year's Pops were far exceeded by the actual performance. Berger explained, "There are fewer seniors in these groups than ever. I didn't expect much, and I was very pleasantly surprised that the groups performed up to their potential.

Sandi Peaslee, the Choral Director, described these concerts as "fabulous. One word — fabulous."

Malka Binder, a junior who performed with several choral groups, commented of Pops, "It's the greatest experience the music department gives. You get the greatest feeling afterwards."

Jessica Bloom, a sophomore, noted, "There was a lot of enthusiasm. It went very well."

The highlight of Thursday night was the presentation of the Joseph DiDomenico scholarship to Peter Adams. The 1000-dollar scholarship is given annually to a musically talented senior who is going on to study music. This year the DiDomenico Scholarship was combined with the Major Bass Scholarship, in order to award one scholarship of a significant sum of money rather than two smaller scholarships.

Dorothy DiDomenico, the wife of the late LHS music department

Continued on page 8

# System Hires Marriott for Food Services

By Michael Sonnenschein

The Lexington School Committee unanimously approved a contract with the Marriott Corporation to run the Lexington School lunch system beginning in the 1989-1990 school year.

This change is an effort to make the school lunch system self-supporting or even profit-making. The present school lunch system has lost 40,000-50,000 dollars in each of the past few years.

"Today's teens want to be trendy," said the Marriott's contract proposal. "They demand variety. And they expect quality." To fulfill these demands, Marriott plans to adopt a "Grand Marketplace" format for the high school lunch system. Each of the current "feeding sites" will be converted to a theme cafeteria with an individual menu.

"Bun Appetite," a hamburger and hot-dog vendor, and "Sweet Sensations," a desert cafeteria, will be in C-House. "Wild Pizza" will be housed in F-House, and "The Main-Event," serving traditional cafeteria food, will be in D-House.

According to system-wide Assistant Superintendent for Business Affairs James MacInnes, the Marriott Corporation was chosen to run the lunch system because of its ability "to sell more and to market [the food] in such a way that people want to buy it...What our hope is with a large firm like Marriott [is that] they can do some things in merchandising that are much more glitzy than we [can] do."

In addition, MacInnes said that the Marriott Corporation is a large firm with "more buying power" than the Lexington school system, which enables it to buy food and other materials more cheaply.

Marriott will receive 35,790 dollars in administrative fees for managing the lunch system next year. According to MacInnes, any net loss that the lunch system incurs will be covered by Marriott, thus guaranteeing that the schools system will at least break even. "Ultimately," said MacInnes, "Marriott might even make a profit for us."

Marriott has also agreed to implement a "Vegimals" program in the elementary school. This would be an educational program in which students would learn about nutrition and become more involved in their school's lunch program. For example, the program guide suggests that instructors pick a theme such as "Breakdancin' Day" and ask students to name each food item on the menu that day with a breakdancing-related name.

According to the Lexington food service, employees are supportive of the decision to hire the Marriott. Joan Terrasi, President of Local 17 of the State Cafeteria Workers Union said, "We think the way that the program has been going for the last 10-15 years that...a change is necessary...we know the town wanted it. We think it's going to work."

> "Today's teens want to be trendy. They demand variety. And they expect quality."
>
> —Marriott Corporation contract proposal

Out of the three firms that presented proposals to the food service department, Terrasi said that the employees liked Marriott the best, because of its concern for nutrition, education, and variety.

School Committee member Albert Zabin said, "There had been discussions among the School Committee since last fall about [the possibility of switching] off and on...It was....the unanimous feeling of the School Committee...that this was...worth trying because the other system was simply not working. [There was a] general feeling that Marriott had a proven track record and seemed to have a very together program, and, at least to me, seemed like they had some very creative ideas."

Senior James Yang proceeds through the lunch line. Next year, each cafeteria will serve foods from specialized menus. Photo by Mako Yoshino

Inside:


More News .... 2,8
Features ..... 3
Editorials ..... 4
Sports ..... 11,12
Names and Places ... 6,7

Junior Heidi Stayn received the most votes for senior class president. Stayn said she wants to work "on unifying the class, and having fun for the last school year."
Photo by Mako Yoshino

# Senate Ends Year with Passage of Quad Bill

By Carol Sohn

The Lexington High School Student/Faculty Senate recently amended and repassed a bill on May 17 that allows for student use of the quadrangle located outside of the main building. However, the bill states that if two teachers "report too much noise or unruly behavior...on any given day" from the area, the quadrangle will be closed for five days.

Principal Michael G. Waring, who vetoed the bill twice before, said that he "wouldn't object to the...reduction to five days" from the number of days, ranging from one to thirty, given in an earlier version of the Quadrangle Bill.

During the meeting held the previous week, acting Assistant Principal for Special Services Jennifer Hartington stated that she thought the proposed bill was too vague. She said that teachers would have different standards for what is unruly because "there is no Richter Scale of noise."

Larry Robinson, acting Assistant Principal for Student Affairs, said, "I'm concerned for the faculty members who have to monitor the quadrangle [because of] the number of problems that could develop between students and faculty over standards [for noisy behavior]."

Because May 17 was the last meeting of the 1988-89 Senate, Senate members amended that day's agenda to allow time for evaluating Senate performance during the school year. Assistant Moderator George Mechem, an English teacher, said that despite the Senate's efforts to attract more non-senators to attend meetings, "It's a mistake to try to make [Senate] more exciting, because democracy is a slow process." He added, "We [the members of the Senate] have had a significant effect on the school," referring to the number of bills passed and implemented this year.

Senator Benjamin Levy, a math teacher, agreed and said, "The hopes that we've had for Senate have been fulfilled. During the past two years, we've learned how to be a Senate. The impact is significant and long-lasting on the high school."

On May 10, the legislative body unanimously passed a bill that provides for "two student speakers, a teacher speaker and a guest speaker" at Graduation. Huntington, who is the advisor for the senior class, said that the issue of the number of speakers "bespeaks of a certain mistrust between [the students and the administration]...I was upset that administration and staff were not consulted [about the bill]."

She also said that because the diplomas are "the key of the graduation — the important moment," the intent of the rule that limited the ceremony to one student speaker and one guest speaker was to avoid having the "speaking part dragged out."

On May 17, the Grade Card Policy Bill was amended and repassed in response to a Waring veto. It now states that the "first three academic quarters will end on...the last school day of the week" so that grades can be turned in "by 9 a.m. the following Friday."

# Student Elections Occur

## *Stayn Chosen as Senior Class President; Weber, Spitzmiller, Stebbins To Be Other Class Officers*

By Emily Dennison

Student elections for the 1989-90 school year were held in homeroom on Friday, May 19.

Heidi Stayn emerged victorious in the competition for the senior class president position. In addition, she will retain her seat on the class council.

Stayn gathered experience as class secretary in her sophomore year and as class treasurer during her junior year.

"It does help a lot," explained Stayn of her experience, "not only can you see good things, [but you] know how to work with people. It's really a learning experience; you learn to give and take."

"I'm really excited about next year," said Stayn, "I think it's a great board, not just the four officers, but the entire council."

"I want to accomplish continuation [of leadership], rather than stopping and going back — definite leadership, working on unifying the class, and having fun for the last year."

> "I'm really excited about next year. I think it's a great board, not just the four officers, but the entire council."
> —junior Heidi Stayn

Vice-president of the senior class will be Abbie Weber, who won a landslide victory. Kate Spitzmiller, who also won by a wide margin, will continue as class secretary, and Libby Stebbins will assume the position of senior class treasurer.

Weber and Eric Eisenberg will serve as School Committee representatives, and Amy Marx will hold a position on the Board of Appeals.

According to social studies teacher and head of student elections George McCormack, the Board of Appeals "will handle disputes between students and teachers over policy issues."

The board consists of two teachers and eight students, although the number of board members has varied in the past, according to Marx.

The board meets on a case-by-case basis. If a student wants a case to be heard, the board will review the case, and then set a date for its hearing.

Although the Board of Appeals has been relatively inactive since the creation of the Student/Faculty Senate (the Senate only recreated the body this year), McCormack said he hopes that the board will be "looked upon as a watchdog of the Senate."

"Hopefully, we'll be looking forward to a productive year, [one in which] students will feel comfortable with coming to us with cases that we have jurisdiction over," said Marx.

Representing the classes of 1991 and 1992 on the Board of Appeals will be, respectively, Cameron Boyd and Calvin Yee.

Repeating as president of the class of 1991 will be Alison Fields. Anjan Mukherjee beat out seven other candidates to claim the position of vice-president.

"I really like organizing things," said Fields, "I like being involved and improving school spirit."

"We're going to organize a ski trip," added Fieldsd about her plans for next year's activities.

Jon Kiladis will be the junior class secretary, while Jennifer Trodella will remain as class treasurer. Tissa Abedindjad will be the School Committee representative.

Martha Daileanes was successful in her bid for the office of sophomore class president. Michael Gordon was the victor in the contest for the vice-presidential seat, as was Courtney Duff for the office of secretary.

One of three candidates, Heather Hintlian won a close race for the position of treasurer of the class of 1992. Sheila Cannon will be the sophomore class School Committee representative.

"I was impressed with the student involvement at every grade level," said McCormack, "There were very few offices that went uncontested."

"56 [students] ran for 16 positions on the sophomore class council," he continued, "I think that class is indicative of the others."

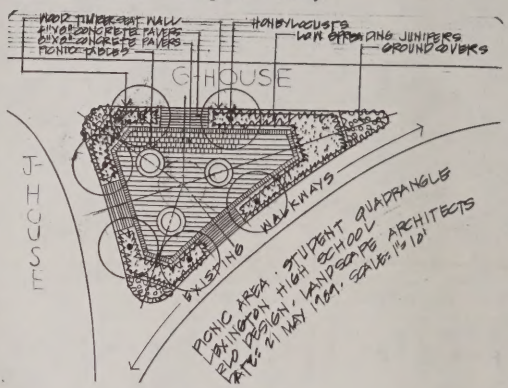
McCormack said he was, however, "concerned that someone could be forced to make a choice" between offices, citing a rule that currently prohibits a student from serving on the Senate and on the Board of Appeals simultaneously.

McCormack also said, "I wanted to use the voting machines. We miss an opportunity to teach [by using ballots]. I may suggest that the Election Committee [implement the use of voting machines] with the freshmen."

A mix-up of ballots occurred between a junior and a sophomore homeroom. As a result, the homerooms involved, the G-28 and H-Cafeteria homerooms, voted on Tuesday, May 23 rather than the May 19. According to junior homeroom teacher William Fahnley, he and sophomore homeroom teacher Cynthia Calvin traded homerooms at the beginning of the year, so that Fahnley could remain with the same homeroom he had supervised for the previous two years.

"[The switch] went through all of the proper channels for a trade, but somebody's list didn't record it," explained Fahnley.

"They gave out the ballots according to teacher," said G-House secretary Anne Marie Cuccinello, "At the beginning Mr. Fahnley was assigned to H-Cafeteria and Mrs. Calvin to G-28."




# *Improvements To Include Additions to Senior Quad*

By Anjan Mukherjee

Changes proposed by the School Improvement Council (SIC) will transform the corner of the senior quadrangle between J-House and H-House into a "nice attractive eating area" probably by the end of this academic year, according to math teacher Benjamin Levy, a member of the SIC.

Levy said that changes have been considered for the senior quadrangle area "because it's a potentially wonderful area and it's been run down. Many kids use it and there are things that we can do to enhance the usefulness...."

Robert Ossman, a landscape architect and a high school parent, and Levy will be coordinating the activities. Ossman, who designed the planters around the High School's main flagpole, has drawn up a master plan that will "create a triangular border of planter boxes with three round tables inside the triangle," according to Levy. The tables could be used, not only for eating, but also for conducting outside classes.

The SIC has allotted 7000 dollars to create the eating area "which," stated Levy, "would promote a better school climate and happier environment."

The possibility of creating a platform for outdoor concerts adjacent to the music wing in the quadrangle has also been raised by the SIC, but the funding is not currently present. Other future options are also being considered.

"In a sense [the Senior Quadrangle] is the school's front yard. It's very heavily used by a lot of students, and we want to make it...a more pleasant place for students to be outdoors. Right now...some areas of it are ugly. It's a very important area that has to be rehabilitated," Levy noted.

Both Levy and Ossman said that they realize that much help will be needed to make the process successful. Levy said that he hopes students and the town will contribute plantings, loam, and other forms of help. He noted, "We hope to get some additional money," because 7000 dollars will not cover the total cost of the proposed project.

"Other ideas are more than welcome," continued Levy. "One of the reasons Mr. Ossman met with a large number of sophomores and a few other students...was because we very much wanted student input into the use of the area."

According to Levy the changes are not free of problems, however. He said, "The major problem is that once you start rehabilitating one area of the place, you start noticing all the other things that can be done in all the others places."

"We hope building the eating area will be a catalyst to get other things going for the quad," added Levy.

Seniors Janet Doherty, Dwight Holmes, Austin Lin, and Krista Johansen give one of the Senior Quad benches a good sanding. The Quad will receive further improvements for next year.
Photo by Mako Yoshino

# Karras Departure Signals End of Era

By Anne Duncan
and Charles N. Giller

"I think that the policies and practices of the High School seem to be moving away from where I would like to teach," explains history teacher Ray W. Karras. "I think that it is becoming less and less academic...The trend is to rearrange the resources so they become [used] for other purposes. And I'm not saying those are wrong purposes, but I can do best in the opposite pendulum swing."

After having taught at LHS since 1969, Karras, 60, is leaving the school. "I'm not in any way interested in getting out of education," states Karras. "I'm not in any way tired [of the field of education]." Although he expects to finalize his future career plans within several months, he does not want to comment on them, explaining that this disclosure might bring "bad luck."

Karras grew up in several midwestern states. After attending a three-year high school, he entered Harvard University at age 17. In the middle of his college education, he spent two years in the occupation forces stationed in Japan. He returned to Harvard to graduate in 1951.

Of the period he spent in the army, from 1946 to 1948, Karras comments with a chortle, "That was nice — it was peace time. It was occupation...My duties were just what any 17-year-old or 18-year-old enlisted man's duties were: to march and march, to work hard, to protect the country, to only use the swimming pool on Wednesday afternoons, Thursday afternoons, Friday afternoons...and to only play tennis on Mondays, Tuesdays, and Wednesdays.

"What really made an impression was two years later I was in Paris and *Guerre en Corée* [*War in Korea* was printed in the newspapers]. Since I had been in the army I'd been in the inactive reserves — I don't know how they talked me into it — I was sweating bullets that I'd go to Korea. It wasn't until September that I got back to Cambridge and there was a registered letter waiting for me in my mailbox," Karras laughs at his past horror. "And that was the only night in my life I didn't sleep — and I wanted to. I stayed awake all night. And I got to the post office when it opened the next morning, knowing this was going to be the end of everything, and it wasn't — it was something else entirely...I nearly died [at thought of going to Korea]."

After college, Karras became an advertising copy writer on Madison Avenue in New York City. At firms such as J. Walker Thompson and Batten, Baroon, Durnstine and Osborne, Karras wrote advertisements for banks, Ford cars, and gasoline and telephone companies. One of his clients was presidential candidate Adlai Stevenson.

"I got tired of advertising after about 14 years in it," Karras says. "I felt that I had burned out and it wasn't for me anymore. I found myself in a situation where I had an opportunity to go into a classroom of sixth graders — and I enjoyed it.

"I was living in Rhode Island at the time so I applied to Brown [University]. In those days, the government, under one of the Great Society programs, paid the teachers to go to school."

In amazement, Karras relates that "somebody from the registrar's office would come around to all the classrooms where the teacher-training was going on and say, 'Pay day!' and pass out checks! They were paying us to do this! It was a terrible shortage and this was one of the ways [to cope with it]."

(Karras lapses momentarily into an historical analysis of the situation in 1968: "To what extent was the Sputnik [launching crisis] still going? Was the pressure on academic pullup still going? That's a good hypo-producing question...")

Soon after his arrival at the High School in 1969, Karras started the debate program in 1973. It began as an extracurricular club and quickly blossomed into a team, its present form, the following year. "I think one of the best things that ever happened was how easy it was to get Lexington to agree to put [debate] in curriculum...It was such speedy and effective administration — there were no snags," recalls Karras. "[Debate] was a perfect example of a combination of academics and socialization that I still think is a good mix. The subject has everything going right with that."

Former LHS social studies teacher George O. Southwick, who retired at the end of the 1986-87 school year after having taught at the High School since 1958, says, "[Karras] was the 'godfather' of the Debate Team. And the early successes with debate in this school were based upon his efforts."

**After two decades of teaching at Lexington High School, social studies teacher Ray W. Karras is retiring to pursue other interests. Karras started the LHS debate program in 1973.**
**Photo by Mako Yoshino**

After several years of coaching the debate team, Karras says he "needed some help" with the two sections of debate class he was teaching. He met current debate coach Les Phillips at a debate tournament in 1979. In the fall of 1979, Phillips became an assistant coach at LHS.

"People look at the debate program and they think it came from me or that it sprung about of its own accord," says Phillips. "It would never have existed if it hadn't been for Ray Karras; it would never have been successful if it hadn't been for Ray Karras. It was he who insisted that it be in curriculum from the beginning; and it was he who mobilized the support to keep it in curriculum and to keep it funded.

"The kinds of standards that he set academically for debaters, for the program's standing in New England and the nation, were standards that he established and are a constant inspiration to live up to," Phillips notes.

Because of debate's rigorous academics, Karras maintained that it be in curriculum. "[Karras] insisted at all times that he was running a course and not an extracurricular activity," Phillips says. "I don't know of anybody else who ran it quite the way he did in that he insisted that tournaments were just another assignment...The classroom was the focus and not the tournament."

"The Lexington [debate] kids were great," Karras remembers. "They were better traveling companions than most so-called adults I know. And I had more fun with them."

By 1984, Phillips was the sole debate coach. Karras asserts that he does not miss coaching debate. "I put it in my class," he laughs. "It's a tremendous educational tool. I wish I'd invented it, but I didn't."

In the classroom, Karras uses "inquiry teaching," a method of historical analysis — the notorious "RayKay Method." Edwin Fenton at Carnegie-Mellon Institute has played a large part in popularizing this technique. Although Karras was taught critical thinking in college, he was unclear as to how to utilize it with high school students. He recalls his first year teaching at LHS: "It was just terrible. I was struggling through...I looked at [materials sent by Fenton from Carnegie-Mellon] and saw, 'Well, here's a curriculum.'

"I don't think Fenton would approve of what I've done," he chuckles. "[It's not] quite what he had in mind. But it gave me what I wanted."

He stresses that the subject he teaches is not as important as the process by which he tries to get students to think. "Europe is just as awful as America. Asia, Africa — they're all terrible places," Karras laughs. "It's the thinking skills, the pedagogy, that I like — the historiography as far as history is concerned. The same would apply, I guess, if I were teaching literature."

Karras explains, "To me [the analytical] is history. If you're going to do narrative, you're telling stories — you might as well teach in the English department. I'm not saying stories aren't good, but I don't think [students'] lives [are], and I know my life is not a story — is not 'Once upon a time and a beginning, middle, and end'...It's more enjoyable to think of it that way but I just doubt that it is."

> "The kids have been the highlight of [my teaching career] I've been very lucky to have those kids."
>
> —social studies teacher
> Ray W. Karras

Phillips notes, "As a history teacher, [Karras] has been remarkably creative in pushing techniques and teaching thinking skills to their limits. He is always interested in ways of making those techniques more effective and he never wavers from his first principle which is to make kids think about history, not simply learn it as stories. He's not interested in storytelling; he's interested in getting kids to become little historians in and of themselves."

Southwick concurs, "[Karras'] process was innovative to the school system. The inquiry approach in history was new to this system. He's fostered it for years. Some of us have disagreed with the intensity with which he's used it, at times, but he's produced a product in terms of the investigative level of sources and the idea of a hypothesis."

Social studies teacher Elaine Engelberg says that by teaching thinking and analysis, Karras has had a "tremendous influence on students."

Phillips states, "[Karras'] real concern for students is formidable: If a student is eager to learn from him, there is nothing he won't do for that student. There is no sort of person that he has more regard for than a genuine student who was really interested in building his mental ability...He is not primarily interested in what his colleagues

Continued on page 9

**"[Debate] would never have existed if it hadn't been for Ray Karras," says Debate Coach Les Phillips.**
**Photo by Mako Yoshino**

# *On the Road:*

## Unseen Bears, Old Black Farmers, Slow Silence

By Jeff Geltman

*Jeff Geltman, a former* Musket *features editor, graduated from the High School in January. He currently is traveling across the country. This article is the second of a two-part series.*

I am told there are black bears in these woods of the Shenandoah Valley, Virginia.

I am awakened by the "keeyaaa-keeeyaaaa" of nocturnal crows. How can I not imagine a ferocious bear lumbering towards my sleeping bag?

I look up in the sky. Above the hill where I sleep, the moon casts a silvery hue onto the white pines and spruces. I dream of bears.

I am roused by a sound I've never heard before. "Thump-thump-thump," hammers my heart. "Bwaaaa-bwaaaa-bwaaaa," goes the sound approaching me. I sit up, and not five feet away from me, an enormous wild turkey leaves the earth in a frantic wobbling flight.

I lie back down, panting.

The sky in the east waxes a pale sea-blue; on the horizon, a ribbon of crimson light becomes a glowing orb. I smile at my night of both imaginary and actual wildlife encounters.

While I lie on my back, amazing thoughts surge through my mind...I imagine the earth turning beneath my prostrate body, bringing the sun into view...I imagine I am all alone, miles away from BMW's and books and butter.

The animal nations arise, a thousand squawks, dogs all across the mountains barking at each other, bats swerving for dark shelter, sheep furiously "baa-ing," roosters "cock-a-doodle-do-ing" in chorus. A wind sweeps up from the valley.

I eat breakfast alone. With a 7-Up bottle and a rubber nipple, I feed the youngest lamb, named Dipsy-doo. She sucks so hard her body trembles.

The rest of the farm folk (there are three families at this orchard/sheep farm) are pruning the peach trees or working at professional jobs. (One of them, a computer programmer who works at the Pentagon, remembers last year when CISPES activists blockaded his workplace to protest the war on El Salvador).

I am alone on the side of a mountain. An abandoned house looms ahead. The screen door clacks against the door-frame. A board creaks. Here is my work — cleaning up 70 years of dilapidation.

I try to work quietly, as if the creepy heebie-geebies this place gives me will disappear if I do not make too much noise. The stories that Stephanie, one of the farm people, tells me at night do me no good.

Continued on page 9

# Free Press at School

As this year's editorial board prepares to depart, we conclude *Musket*'s year with a discussion of the merits of a free student press. In an era of increased restrictions at the High School, the survival of this freedom is essential.

A free student press contributes both to the community and to the development of individual journalists. As one of the voices of the student body, *Musket*'s editorial duty is to praise and criticize various aspects of the High School. *Musket* provides a link between the students and the faculty, administration, and parents. We hope that the opinions presented in *Musket* influence policy discussion within the High School and on a system-wide basis.

Only an unfettered student press furnishes an honest impression of student viewpoints. If censorship existed at the High School, students' true opinions might be absent from the publication. The readership would not know if it was reading genuine student opinion or a version altered by the administration.

In our experience, student editors, working without restrictions, have learned responsibility. This growth has occurred precisely because there have been no restrictions. Under a censored system, there would be no need for students to question the appropriateness of an article or the expediency of an editorial; the final say, as well as the eventual praise or blame, would always belong to a school official. Although *Musket* has a faculty advisor, his role has always been to *advise*, not to dictate.

Last year in *Hazelwood School District vs. Kuhlmeier*, the United States Supreme Court ruled that a school official could exercise censorship privileges over student-run newspapers. Writing in the majority, Justice Byron White stated that "school-sponsored publications" are often perceived by "students, parents, and members of the public...to bear the imprimatur of the school."

In Lexington, at least, the high school newspaper does not always run pieces that coincide with the administration's outlook. Indeed, *Musket* has often done quite the opposite.

The Massachusetts legislature has passed a statute that states, "Rights of students to freedom of expression in the public schools of the commonwealth shall not be abridged, provided that such right shall not cause any disruption or disorder within the school." This freedom of expression includes the right to "write, publish and disseminate [students'] views."

Student editors are capable of judging if the content of a newspaper will cause "disruption or disorder" — part of the high school experience is learning such responsibility. As the High School's student handbook notes, "...free expression and exchange is vital to education in a democracy."

*Musket* commends the administration for its hands-off policy during our tenure. It is important that the administration continue to demonstrate its respect for a free student press. As Justice William Brennan warned in his dissent from the *Hazelwood* decision, censorship could "convert[] our public schools into enclaves of totalitarianism that strangle the free mind at its source."

*Such unsigned editorials express the general opinions of the entire* Musket *editorial board.*

# AIDS Crisis Reaches LHS Community

On May 21, Rafe Jenanyan passed away. Lexington lost an exuberant and dedicated educator. For the first and probably not the last time, the High School was touched by the tragedy of AIDS. Students and teachers read and learn about the frequency of cases and about the physical deterioration that evolves into death. But now the disease has actually and physically affected the school community.

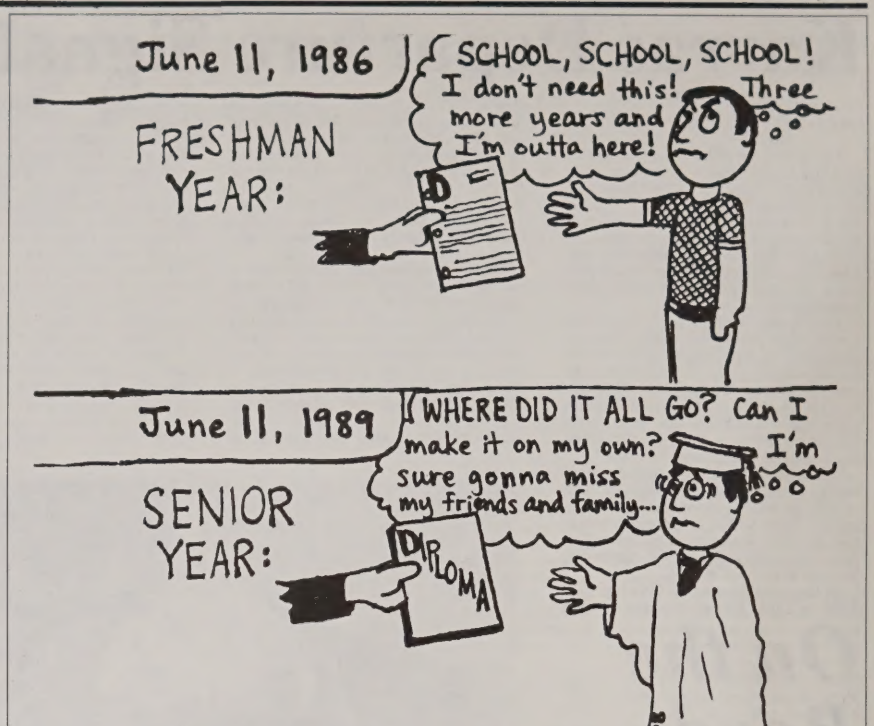
Just as the rest of the country must, Lexington, in particular the secondary schools, must face the crisis of AIDS and accept its seriousness. Mr. Jenanyan's death will hopefully help the community to recognize the significance of the threat of this epidemic.

Within the school system, education is a key to dealing with the spread of the disease in the future. The short but intensive instruction students received in gym classes last year helped students become more aware of the realities of AIDS. Continued education, perhaps through a Life Skills program, is imperative to the safety of today's high school students.

Recent statistics have indicated that 25,000 college students may test positive for the deadly virus. With the incidence among young people escalating, safety and caution through increased awareness becomes more and more imperative. The combination of special individual programs in the secondary schools and basic curriculum additions, such as a Life Skills course, will be necessary to prepare Lexington's young people for the dangers surrounding this disease.

As the memory of Mr. Jenanyan remains with us, his death should serve to remind us of the tragedy of AIDS and of the importance of education about the deadly disease.

*Such unsigned editorials express the general opinions of the entire* Musket *editorial board.*


June 11, 1986
FRESHMAN YEAR:
SCHOOL, SCHOOL, SCHOOL! I don't need this! Three more years and I'm outta here!
June 11, 1989
SENIOR YEAR:
WHERE DID IT ALL GO? Can I make it on my own? I'm sure gonna miss my friends and family...
DIPLOMA

# The Other Senior Pressure

There comes a time in the life of all high school seniors when hopes rise and hearts beat faster. A time when tension in the air is so great that teachers genuinely worry about the state of their students.

Parents and teachers tell seniors that it is all just part of growing up, that kids should not get as caught up in the stress as they do. Some adults are even so audacious as to say that students should be enjoying themselves. Enjoying themselves? Imagine that. Anyone with half a brain knows there is such a tremendous amount of pressure to get one's first choice that seniors cannot possibly enjoy themselves. Every kid knows that his peers will be asking about who accepted whom, and everyone will know who got rejected by whom.

I am, of course, referring to the time in the beginning of May generally termed "Prom-Mania Season," or simply PMS.

This year, the first signs of PMS were detected soon after the seniors returned from April vacation. Having dealt with incidental decisions, such as where to spend the next four years of their lives, seniors turned their attention to more important matters, such as with whom they should attend the prom.

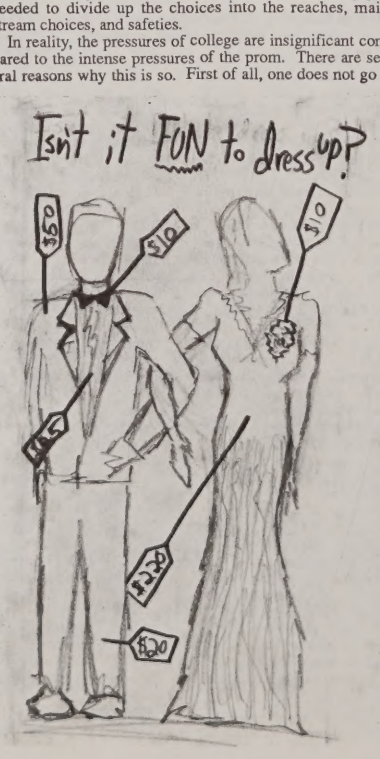
College decisions were just the warm-ups, a nine month practice of sorts. Seniors now had to decide what kind of prom date they wanted, then set realistic goals. They proceeded to divide up the choices into the reaches, mainstream choices, and safeties.

In reality, the pressures of college are insignificant compared to the intense pressures of the prom. There are several reasons why this is so. First of all, one does not go to college in front of all of one's high school buddies. But at the prom, all of Joe Stud's pals are there watching, waiting to see whether Joe really is a stud. Another reason for the added pressure at the prom is that students know they will remember this event for the rest of their lives. How long after college is anyone going to remember his Archeology in Society class? Simply put, proms are more important to students than colleges.

In light of proms' greater significance, schools ought to change their curriculums. After all, high schools are responsible for the proms. Isn't it silly that students spend four years preparing for college and virtually no time preparing for the far more important Senior Prom? Less time should be spent in college-prep, and SAT-prep, courses and more time in prom-prep courses. Along with their twenty volunteer hours and five cluster requirements, students should be required to take at least two semesters of classes fulfilling a sixth cluster, the Prom Cluster. Students could choose courses ranging from "Basic Leading in the Slow Dance" to "AP Hip Movement."

Cluster Six could be the cure for PMS. However, until there is a cure, students will continue to periodically go slightly crazy.

—Ian Carroll




Musket

Editor-in-Chief ..... Charles N. Giller
News Editors ..... Sara Dempster
Sharon Glick
Editorials Editor ..... Tony Castleman
Features Editors ..... Anne Duncan
Karen Mark
Sports Editors ..... Sarah Estow
Jason Kissell
Photography Editor ..... Mako Yoshino
Business Editor ..... Henry Goldblatt
Art Editor ..... Aaron Diskin
Layout Editor ..... Jonathan Brecher

* * *

Faculty Advisor ..... Sam Kafrissen
Printer ..... Belmont Printing Company

* * *

Reporters ..... Alisha Bloom, Emily Dennison
Jeff Geltman, Jeremy Giller, Amy Marx
Anjan Mukherjee, Venktesh Ramnath
Carol Sohn, Michael Sonnenschein
Yeh-Jiun Tung, Dena Weinstein
Photographers ..... Georgia Glick, Lara Ho, Austin Lin
Cartoonists ..... Daniel Berger

Copyright © 1989 Lexington High School *Musket*. All rights reserved.

**The opinions expressed on these editorial pages are the views of either the *Musket* editorial board or of individual staff members. They are not necessarily a reflection of school policy, nor are they intended to mirror the ideas of every student. Therefore, *Musket* realizes its responsibility to print other opinions. Leave short, tasteful letters to the editor in the *Musket* mailbox in the LHS Student Activities Center. Only signed letters will ordinarily be printed. *Musket* reserves the right to edit for length.**

# Letters to the Editor

## Former *Musket* Editor Lauds Retiring Karras

To the Editor:

The course of one's life only *looks* inevitable — there are a million strokes of chance which could have left one a different person altogether. My father happened to be transferred to Boston; my parents happened to find an affordable home in Lexington; the year I reached the High School Ray Karras happened to be interested in teaching debate. As a result, my mind is a considerably different instrument than it otherwise would have been.

I'd had good teachers before, plenty of them — but Mr. Karras was the first I'd ever come across who took ideas with utter seriousness. He was engaged in the process of thinking as well as teaching, and as a result his teaching was alive. It seemed to matter.

That description, though, makes him sound like some good liberal, obsessed with relevance. Nothing could be further from the truth. He was strict in his methods, narrow-minded in certain ways, inflexible. But it was transparently clear that he was strict because he believed, correctly, his methods would produce clear thinking, and clear thinking was a joy he hoped to share.

And, truth be told, his rigidity was something of a tonic to many of us. In a school system that had drunk deep from every bottle labelled innovation (in between crawling on the back-to-basics wagon), Mr. Karras was merely Mr. Karras. In a school that, quite rightly, made many attempts at egalitarianism, he was convinced, quite rightly, that there was also room for a little meritocracy.

But it was not the meritocracy that prevailed in most of the school system — not the ascendancy of the clever and the precociously witty and the intellectually nimble. With Karras you had to work, and when you did, a C — a B-, maybe — was your reward. But it counted for more than anyone else's A.

I could write about a lot of other things — that he built one of the best debate teams in the country in the span of three years; that he spent every weekend and most of his afternoons coaching us; that he taught us all to play Botticelli on the endless car trips to places like Winthrop, Maine; that he drinks vodka tonics, reads Prince Valiant religiously, and subscribes only to the *New York Review of Books*; that I love him dearly. But more than anything else he introduced me — and plenty of others — to the rigorous life of the mind.

Sincerely,
Bill McKibben

*Bill McKibben, a former* Musket *editor-in-chief and LHS debater, is the author of a forthcoming book about the greenhouse effect, entitled* The End of Nature.

## Jenanyan's Dedication Recalled by Student

To the Editor:

The world seems a far colder and darker place without the fire of Rafe Jenanyan to guide and warm us. In the relatively short time that I knew Rafe, I came to think of him not only as a teacher and mentor, but as a friend as well. As the teacher of my junior honors French class, he gave us instruction in a way that not only made sense of a foreign language, but seemed to give us a pleasure in learning about it; his ability as a teacher was unique and the world has lost a great instructor.

However, what Rafe has taught me, as a student and as the last French Club president, shall never be forgotten. From him I've learned that a completely open and giving heart is possible if one constantly works to keep it open, and his always was. The strange and foreign are now more aptly dubbed the unique because of what I've learned from him.

Even with a barrier so great as the one that now separates us, he lives on in our hearts as long as we remember to keep them open. If by honoring his memory the world can become a little more open to us and we towards others, then he will have accomplished his purpose, a claim not many can justifiably make. During France's student revolt in May of 1968, a student inscribed on a wall, "the barricade closes the street but opens the way." He may have been taken from us, but from him we know a little better how to live.

Sincerely yours,
Ken Ehrenberg

## Little Information on Teacher's Illness, Death

To the Editor:

On Sunday, May 21 Mr. Rafe Jenanyan passed away. He was a teacher here in the foreign language department for 25 years. He was actively supportive of the French Club and the annual French Club Dinner/Dance, LHS staples for many years. His unique teaching method was a boon to all who passed through the doors of D-401. His involvement in all extracurricular foreign language activities, as well as his constant dedication, will be sorely missed.

Mr. Jenanyan had been sick for almost two years, but very little information was given to students. The flag was flown at half-mast for two days after his death, but an announcement to the entire school was not made. We have been promptly informed in the past of school-related deaths — the LHS alumni on the plane that was bombed, the LABB student involved in tragedy earlier this year. And the school has made numerous announcements concerning faculty who were ill. I am embarrassed for the school system for taking so long to honor the memory of a dedicated, involved teacher.

Sincerely,
Clare O'Leary

## Author Elaborates on Her Recent Editorial

To the Editor:

Having been questioned by members of the English department recently, I would like to clarify the editorial I wrote entitled "New English Curriculum Narrows Literature Studied."

The intent of my piece was to point out to students and teachers perceived problems with the scope of the new curriculum. I did not speak to anybody involved in these choices prior to writing the article, although I appreciate the many thoughtful hours that were spent by the framers of the new curriculum. The information upon which I based my ideas is that which is available to everyone in the course selections booklet. I wrote about my thoughts on the immediate consequences of these changes.

It was later pointed out to me that I had omitted mention of one Level 1 course, Literature in Society, which offers the studying of works from around the world. For this error, I apologize. However, the point made in my editorial about a shift towards a more limited scope of literature, as well as my other concerns, are still valid and I hope will be considered in future planning.

Sincerely,
Kristina Egan

## Skateboarder Asks for Greater Understanding

To the Editor:

The town of Lexington has had a problem with the so-called "threat" of skateboarding. Hopefully, this letter will help people to understand matters from the point of view of skateboarders.

We are all individuals who started skateboarding as a hobby, but who have become engrossed by the sport. This enjoyable, exciting, and fulfilling activity has become a large part of our lives. The persecution skateboarders have been subjected to by police and city councils deeply disturbs us. Because other people are unaware of our motivations, they try, with closed minds, to ban skateboarding.

In the words of *Thrasher* magazine, "Town councils and schools have to realize that they just can't take our skateboards away...By banning skateboarding, they are forcing us to break the law."

I urge people to please try to understand our point of view.

Sincerely,
Aaron Washington

## Department Head Defends the Changes in English Curriculum

To the Editor:

It is unfortunate that Kristina Egan did not have time to talk with me or members of the English staff to check the accuracy of her comments and assumptions in the May 11 *Musket*.

The English department has rearranged the junior and senior courses, providing American literature study for eleventh graders and a variety of electives for seniors. By teaching American Literature to juniors, we provide the opportunity for collaboration between the English and Social Studies departments; literature can be taught in an historical context, at least some of the time. The same principles that have been addressed in Elements of Criticism will be present in the honors level American version of the course. To suggest that Conrad and Shakespeare represent the only authors worth studying is perhaps a bit narrow-minded. It is worth noting, also, that Shakespeare is taught in the freshman, sophomore, and senior years, and may, indeed, be added to the junior course.

The senior honors elective, Western Traditions, provides, we think, the best of the two current honors level courses. To quote from Ms. Egan: "Teaching the foundations upon which our culture is based is undoubtedly a necessity...." We agree, thus a course which looks at four established traditions within the Western tradition. Ms. Egan goes on to criticize us for not teaching "the diverse ideas of the Far East, Africa, Latin America." In fact, a senior elective entitled Literature and Society is designed to do just that. Twenty students are currently enrolled.

The English department is not looking to narrow the scope of courses, limit the reading possibilities, or prohibit the investigation of other cultures. Nor do we wish to change from teaching ideas to teaching history. In our collective wisdom we are offering courses designed to help students contribute to, and exist thoughtfully within, a complex world. In many ways it is exciting that the *Musket* staff feels strongly enough about English courses to run an editorial criticizing the changes we have made. On the other hand, it might have been more productive for all of us to talk about the rationale behind the changes before condemning them wholesale.

Sincerely yours,
Deborah Perry
English Department Head

## Levy Faults Bureaucratic Approach to Teaching

To the Editor:

*Musket*'s May 11th issue accurately reports the hostile relationship between the faculty and the Superintendent. Your editorial concludes, "Although there undoubtedly are legitimate differences in their respective points of view, a natural way to improve the relationship would be to develop, through compromise, some common goals."

I suggest we have few disagreements about goals, or your recommendation would be helpful indeed. At least, we do not disagree with the words used to frame those goals. But Lexington today is an Orwellian town, where nice words are drafted for mean purposes.

All of us love "excellence," "school-based management," "fiscal responsibility," and "teacher empowerment" (or its gelding, "teacher enablement"). But "loyal" and "adequate" should not then be allowed to equal "excellent" with respect to candidates for assistant principal here. And is it "teacher empowerment" when no teacher is a member of the committee that interviewed final candidates for assistant principal?

"Made In America," the recent report of the MIT Commission on Industrial Productivity, offers many suggestions for regaining the productive edge that American industry once enjoyed. Schools can learn much from its analysis.

The Commission notes, "Sustained labor-management cooperation has been limited by the deep-seated antiunion attitudes of many American managers and a corresponding distrust on the part of many American union leaders of new forms of employee participation and work organization. Within firms, coordination has often been blocked by excessive specialization and compartmentalization of functions and by multiple layers of bureaucracy."

Yes, this is Lexington. Here, "teacher" is a line item in a budget; "instruction" is circumscribed by a job description; the faculty's number is reduced to a minimum.

*Musket* 's editorial exhorts us to "work towards reaching compromises." Why, then, is Lexington applying management practices that have failed to promote cooperation in American industry?

A quarter century ago, when Lexington's schools deserved their reputation, the philosopher Israel Scheffler spoke to the Harvard-Lexington Summer Program. His essay "Philosophical models of teaching" was developed, in part, from that lecture. Professor Scheffler wrote, "In teaching, we do not impose our wills on the student, but introduce him to the many mansions of the heritage in which we ourselves strive to live, and to the improvement of which we are ourselves dedicated."

The work of an institution must be consistent with its values. Just as indoctrination is an unacceptable mode of classroom instruction, so intimidation is an unacceptable method of school management. If teachers are to promote democratic and humane values in students, the school must embody those same values in its relations with its teachers.

Lexington High School was great once, and it can be great again. But we teachers cannot move it along to greatness without the encouragement and assistance of leadership that respects our profession, that spends time with us, and that treats us with dignity.

Sincerely,
Benjamin Levy

# Names and Places 1989

## -A-

| | |
|---|---|
| Peter J. Adams | Berklee College of Music |
| Ronald Robert Aghababian | Northeastern University |
| Pasquale Agostino | University of Vermont |
| Sangwook Ahn | University of Vermont |
| Tricia Natasha Alfred | University of Georgia |
| Katherine D. Allen | Wheaton College, MA |
| Pamela B. Altschuler | Katherine Gibbs College |
| Eileen Michelle Anderson | Williams College |
| Joseph W. Angelo, Jr. | Fordham University |
| Amy Lynn Antonucci | University of New Hampshire |
| Rafael Aragon | Mount Ida College |
| Joanne Marie Ascolese | |
| Elizabeth Athens | Dean Junior College |
| David C. Aversten | return to Sweden |

## -B-

| | |
|---|---|
| Victoria Catherine Bacon | Westfield State College |
| Scott Michael Bailey | Syracuse University |
| LeeAnn Baker | Boston College |
| Jason Andrew Bander | Tufts University |
| Gary Baratta | |
| Adam Michael Barnes | Indiana University |
| Ruth E. Barry | Bentley College |
| Michael P. Barth | Boston University |
| Matthew J. Beauchemin | Dean Junior College for two years; Syracuse University |
| Derrick Bellinger | Florida A & M |
| Evan B. Berg | University of Rochester |
| Daniel M. Berger | Yale University |
| Kimberly A. Bergey | Ithaca College |
| Heidi Bergmeyer | University of Colorado at Boulder |
| Gregory Aaron Berman | Trinity College, CT |
| Jeffrey David Berndt | University of New England |
| Deborah S. Bernstein | Boston University |
| Lisa Andrews Berry | Skidmore College |
| Gabrielle Bettacchi | Texas Christian University |
| Dawn Lynette Blakeley | work |
| Alisha Rael Bloom | Harvard-Radcliffe University |
| Diane Jo Boudreau | undecided |
| Jennifer Devereaux Boyd | Connecticut College |
| Kimberly Anne Boyle | |
| Jessica Christine Bradley | Gettysburg College |
| Nina M. Braun | Salem State College |
| Jonathan Brecher | Harvard University |
| Aimee Lynn Brems | Aquinas Junior College |
| Robert E. Breslin | University of California at Los Angeles |
| Craig C. Brewer | University of Massachusetts at Amherst |
| Sharon Elisabeth Brock | Un iversity of Virginia |
| Nathaniel M. Bruce | Southern Methodist University |
| Christopher J. Buchholz | Bentley College |
| Matthew Jeffrey Bull | Southern Methodist University |
| Gillian Lea Bunker | Bryn Mawr College |
| Kristin Elizabeth Burge | University of New Hampshire |
| Elizabeth T. Burke | undecided |
| Michael M. Burke | Merrimack College |

## -C-

| | |
|---|---|
| Tony O. Callis | undecided |
| Lori Anne Cannistraro | Middlesex Community College |
| Mark Alan Carbone | University of Massachusetts at Amherst |
| Richard Carle | Case Western Reserve University |
| David R. Carpe | George Washington University |
| Ian Carroll | Columbia University |
| Meredith Lee Casella | University of Massachusetts at Amherst |
| Joshua A. Castleman | Stanford University |
| Pasquale A. Centrella | Wentworth Institute of Technology |
| Jessica Chambers | University of Massachusetts at Amherst |
| Richard S. Chang | University of Illinois |
| David Henry Chevrette | defer a year; Northeastern University |
| Won Hoop Chi | Brandeis University |
| Joseph L. Chiccarelli | work |
| Neil Churchill | work |
| Jennifer Susan Clowe | not disclosed |
| Regina A. Coda | not disclosed |
| Julie Ann Cohen | Ithaca College |
| Natalie Cohen | year off for surgery; Tufts University |
| Marius Codrin Cojanu | EPFL, Switzerland |
| Jennifer Anita Colby | Wellesley College |
| Tyler Robert Colby | |
| Jared Sean Collins | University of Denver |
| Kristen A. B. Comings | Mount Holyoke College |
| Jennifer Ann Connor | Merrimack College |
| Melanie Holli Conrad | Blaine Hair School |
| Sarah E. Cook | Syracuse University |
| Natasha Robin Cooper | Tulane University |
| Shawn Sharad Cooper | Northeastern University |
| Laura E. Cooperstein | University of Arizona at Tuscon |
| Lauren Marie Copelotti | University of Virginia |
| Lisa Elizabeth Maria Copp | University of New Hampshire |
| Mark L. Coppi | Alfred University |
| April J. C. Cordell | undecided |
| Kevin A. Crowe | Arizona State University |

## -D/E/F-

| | |
|---|---|
| Rachna Dang | Wellesley College |
| Anthony Davis | Coffelville Junior College; Ohio State |
| Jennifer M. Delbanco | Skidmore College |
| Sara E. Dempster | Bryn Mawr College |
| Noah E. Dephoure | Vassar College |
| Michael R. DeSimone | Middlesex Community College |
| Nicholas John DeSimone | Salem State College |
| Eric David Desmond | Dean Junior College |
| Tobias J. Devon | |
| Julie A. DiRocco | work; Johnson and Wales College in winter 1990 |
| Aaron M. Diskin | not disclosed |
| Janet L. Doherty | Cornell University School of Agriculture |
| Robert S. Donahue | Westfield State College |
| Michael John Doran | Northeastern University |
| Alexandra M. A. Drane | Tufts University |
| Sharon Nancy Dratch | University of Massachusetts at Amherst |
| Jason Dress | Bryant College |
| Beth Ann Duggan | Framingham State College |
| Anne E. Duncan | Swarthmore College |
| Tanya Gail Dunnicliff | Roger Williams College |
| Christos P. Economopoulos | University of Massachusetts at Amherst |
| Carolyn E. Edwards | University of Lowell |
| Kristina Egan | Bryn Mawr College |
| Eran B. Egozy | college |
| Kenneth M. Ehrenberg | Columbia University |
| Jared K. Entin | University of Michigan |
| Sarah A. Erickson | Macalester College |
| Sarah Estow | Wesleyan University |
| Annette Helene Ezekiel | Columbia University |
| Kathleen Ann Fahey | work |
| Kirsten Elizabeth Fantasia | Wellesley College |
| Adam Dylan Ferb | Syracuse University |
| Stephen M. Ferrari | Merrimack College |
| Derek Ferullo | Syracuse University |
| Jill Susan Finn | Pennsylvania State University |
| Andrea Racheal Fisher | Ohio Wesleyan University |
| Lisa Fitzgerald | Dean Junior College |
| Ehren Gyan Flaherty | Emerson College |
| Kelli J. Foster | |
| Wendy Deborah Frank | Oberlin College |
| Simon D. Fraser | University of Maine at Orono |
| Jillyan Pamela French | Skidmore College |
| Miriam Mindi Friedlander | Columbia University |
| Merritt Laurel Friedman | Lafayette College |
| Daniel Salvatore Fruciano | Auburn University |

## -G-

| | |
|---|---|
| Margaret Alison Gallagher | University of New Hampshire |
| James S. Galloway | Syracuse University |
| Zoe S. Gascon | Lyndon State College |
| Christopher J. Gaudette | Dean Junior College |
| Lissa Charlotte Gaumont | University of Lowell |
| Jeffrey E. Geltman | travel; Oberlin College 1990 |
| Charles N. Giller | Brown University |
| Sarah Justine Gladstone | Princeton University |
| Sharon H. Glick | Williams College |
| Henry Goldblatt | University of Michigan |
| Daniel Goodwin | Worcester Polytechnic Institute |
| KellyAnn Gorman | not disclosed |
| Christopher J. Grace | Boston College |
| Jeffrey P. Graham | University of Massachusetts at Amherst |
| Karen M. Graham | Ringling College |
| Julie Bradford Grammont | Bucknell University |
| Bruno Cuong Granville | University of Vermont |
| Keri Beth Green | University of Pennsylvania |
| Laura Ann Green | undecided |
| Alyssa S. Greenwald | Northeastern University |
| Kerri Lynn Groppi | University of Massachusetts at Amherst |
| Kari Melissa Grossman | Clark University |
| Michael Robert Grynberg | Carleton College |
| Janine E. Guglielmino | Haverford College |

## -H/J/K-

| | |
|---|---|
| Lora Lynn Haarstick | work/modeling/photography school |
| David James Hadley | Westfield State College |
| Latasha Aunee Harris | Johnson C. Smith Institute |
| Jennifer Ellen Haskell | Holy Cross College |
| Christine Amanda Healy | Trinity University, Texas |
| Beata Henrichs | California Institute of Art |
| Edward Henry | Boston University |
| Sonia Nicole Herrmann | McGill University |
| Dwight M. Holmes | City Year; Marlboro College |
| Alice H. Hon | Bates College |
| Frank Hsieh | Cornell University |
| Amanda Hubbard | Roger Williams College |
| Marya Louise Hynes | year in Mexicoas exchange student |
| Jennifer Jackman | Suffolk University |
| Krista S. Johansen | Wesleyan University |
| Karen A. Jordan | Johnson and Wales College |
| Wing Hong Kan | return to Hong Kong |
| Leyla Keough | travel |
| James B. Kirk | Saint Michael's College |
| Jason Michael Kissell | Dartmouth College |
| Peter G. Kleinmann | University of Massachusetts at Amherst |
| Wendy Lynn Koenig | University of Southern California |
| Jennifer J. Koo | year in Spain; Lewis and Clark College |
| Aaron S. Korff | University of Wisconsin |
| Benjamin Korotkin | work |
| Harolyn L. Kotzen | Long Island University |
| Kirsten Ruth Kramer | Cedar Crest College |
| Melora E. Kuhn | School of the Art Institute of Chicago |

## -L-

| | |
|---|---|
| Karen Ann Lacourse | University of New Hampshire |
| Kristen Elizabeth Lakutis | The College of William and Mary |
| Rosalind M. Landman | University of Massachusetts at Amherst |
| Karen Elizabeth Landry | University of Arizona |
| Samuel Theodore Lane | University of Massachusetts at Amherst |
| George William Lang | Colgate University |
| Beth R. Larson | Calvin College |
| Jennifer Marie Larson | Northeastern University |
| Pamela J. Laye | Bryant College |
| James Michael Leahy | Merrimack College |
| Jeung Woon Lee | Boston University |
| Karen L. Lee | Massachusetts Institute of Technology |

# Names and Places 1989

| | |
|---|---|
| Patricia Lee | Massachusetts Institute of Technology |
| Mark A. Lesk | University of Massachusetts at Amherst |
| Carl Henry Levison | University of Illinois |
| Rachel E. Levy | Skidmore College |
| Kristin Lieb | Syracuse University |
| Michael F. Liederman | University of Massachusetts at Amherst |
| Gregory Limerick | Nichols College |
| Austin C. Lin | Vassar College |
| Shoshanna Tamara Liptzin | Yale University |
| Wendy C. Lochridge | The College of William and Mary |
| David S. LoCicero | Franklin Institute of Architectural Design |
| Rachel Lorraine Loomis | Lesley College |
| Ronald Joseph Lopes | University of Massachusetts at Amherst |
| Jason S. Lowe | Broward Community College |
| Jill Lucas | Ithaca College |
| Daniel Lucente | United States Army |
| Anna K. Lukash-Harrison | Bard College |
| Vincent Thomas Luzzo | Boston University |

## -M-

| | |
|---|---|
| Philip B Macauda | Northeastern University |
| Richard R. MacKenzie, Jr. | Boston College |
| Christopher K. Mackie | Kimball Union Academy |
| Michal Mael | |
| Andrew A. Mahoney, III | Art Institute of Boston |
| Jennifer Mahoney | work |
| Cheryl Sabina Malone | work; Virginia State College |
| Jeremy Marin | year in Israel; Syracuse University |
| Karen Elizabeth Mark | University of California at Berkeley |
| Nicole Marie Marques | Boston College |
| Kevin Marquis | Roger Williams College |
| Tracie Lynn Marshall | University of Massachusetts at Amherst |
| Glen P. McAlpin, Jr. | United States Marine Corps |
| Myles Joseph McCormick | Fordham University |
| Gretchen E. McCullough | Maine Central Institute Preparatory School |
| Robert McDonough | work |
| James David McIninch | not disclosed |
| Stephanie A. McMenimen | Boston College |
| Preston S. McNeil | American International College |
| Christie Elaine McQueen | Pace University |
| Kelly Anne McSweeney | Middlesex Community College |
| Madhavi Meka | Boston University |
| Julie Ann Meninno | |
| Matthew Hanks Merrill | University of New Hampshire |
| Stephanie E. Miller | Boston University |
| Peter Christopher Mills | Pennsylvania State University |
| Julie A. Mitaras | Middlesex Community College |
| Laura Elizabeth Mohan | |
| Tracy Anne Monaco | Boston College |
| Robert Anthony Moore | Hampton Institute in 1990 |
| Matthew Paul Mosca | Columbia University |
| Lloyd E. Mumford | Villanova University |
| Derek Murman | Carnegie-Mellon University |
| Rebecca L. Murray | University of Wisconsin |

## -N/O-

| | |
|---|---|
| Sonali Natu | Bentley College |
| Michal Nave | Northeastern University |
| Jennifer Deborah Nelson | City Year or work |
| Nicole A. Nestel | Boston University |
| Sara B. Neuman | University of Wisconsin |
| Vicki Michelle Nicoli | Mount Ida College |
| James M. Niland | Merrimack College |
| J. Christopher Oberholtzer | University of Illinois, College of Aviation |
| Jill Christa O'Brien | Ithaca College |
| Maureen Patricia O'Brien | Merrimack College |
| Brian P. O'Connor | University of New Hampshire |
| Andrew Mart Ojamaa | Tufts University |
| Clare B. O'Leary | Brown University |
| Thomas W. Ong | Cook College at Rutgers University |
| Adam J. Orenstein | Emory University |
| Stephanie A. Ortolano | Drew University |
| Kerri L. Osgood | Middlesex Community College |
| Matthew Kensley Ostrom | Westfield State College |
| Kristina Owren | North Adams State College |

## -P/Q-

| | |
|---|---|
| Stefanie Beth Palant | Muhlenberg College |
| Karen Marie Pasquariello | undecided |
| James Frederick Pates | Guilford College |
| Maren Booth Paxman | Brigham Young University |
| Alexander Phillips | Tufts University |
| Joshua M. Pierce | Gordon College |
| Renice S. Pleasants | Pace University |
| Eric Stephen Poe | Colorado University at Boulder |
| Joshua P. Prensky | Berklee School of Music |
| Peter G. Primes | Middlesex Community College |
| Rebecca M. Quinones | University of Vermont |

## -R-

| | |
|---|---|
| Elizabeth Leigh Rabkin | University of Massachusetts at Amherst |
| Nicholas A. Ravich | University of California at Santa Cruz |
| Beth Ann Ray | Endicott College |
| Jennifer A. Reczek | work |
| Eric S. Reesman | Cornell University |
| Rachel Carson Reinhardt | Cornell University |
| Stanislaw Reiss | Cornell University |
| John Benton Richardson | undecided |
| June Annette Richardson | undecided |
| Tijuana Delise Riddick | University of North Carolina |
| Brett A. Robertson | Curry College College |
| Yvonne C. Rogers | Framingham State College |
| Tobin Joseph Romero | Newhouse School at Syracuse University |
| Amy Debra Rosenbaum | Cornell University |
| Dana Elizabeth Rudnick | Skidmore College |
| Elizabeth A. Ryan | Merrimack College |
| Laura Elizabeth Ryan | Tulane University |
| Julie A. Rymes | University of Massachusetts at Amherst |

## -S-

| | |
|---|---|
| Christine M. Sacco | The Art Institute of Boston |
| Rachel Lauren Saks | Emory University |
| Kimberly A. Sarajian | Colby College |
| David R. Schaye | Lake Forest College |
| Jonah B. Schiller | Brown University |
| Daniel Matthew Seligson | Connecticut College |
| Karen Jean Setterlund | Middlesex Community College |
| Brian David Sheehan | University of Massachusetts at Amherst |
| James Edward Sheehy | Bentley College |
| Michelle Sheehy | Harvard-Radcliffe University |
| Jonathan A. Sidman | University of Vermont |
| Jeffrey Silipigni | college |
| Matthew Keiler Simon | University of Massachusetts at Amherst |
| Mark Singelais | Northeastern University |
| Leslie Ann Singer | Brown University |
| Jonathan Mahinder Singh | Brandeis University |
| John Cameron Skinner | University of Massachusetts at Amherst |
| Earl R. Smith, III | Bridgewater State College; Trinidad second semester |
| Elizabeth Ann Smith | Northeastern University |
| Jennifer Anne Smith | Indiana University |
| Tammy Marie Smith | |
| Rachel J. Snow | Bates College |
| Michael E. Spaulding | Middlesex Community College |
| Dearne Spelman | Curry College |
| Christopher M. Spence | Syracuse University |
| Nathan D. Spencer | Oberlin College |
| Terrie C. Stackhouse | |
| Frank Earl Staples, Jr. | undecided |
| Michele Lyn Stein | University of Pennsylvania |
| Melanie R. Stephens | not disclosed |
| Allen Isaac Stering | Worcester Polytechnic Institute |
| Kirstie B. Sturman | Syracuse University |
| Caryn Suffredini | Rutgers University |
| Gregg Suffredini | Colby College |
| Mark Suffredini | Lafayette College |
| Maribeth Sullivan | Northeastern University |
| Steven Chen Sun | Colgate University |
| Torkel Svanes | Rensselaer Polytechnic Institute |

## -T/V-

| | |
|---|---|
| Pauline Taggart | work |
| Matthew C. Tait | Colby College |
| Lori E. Talanian | Bentley College |
| Annie S. Tao | University of California at Berkeley |
| Gina Marie Tedesco | University of Lowell |
| Usha B. Tedrow | Massachusetts Institute of Technology |
| Lauren Marie Temmallo | Massachusetts Bay Community College |
| Mark D. Theriault | University of Massachusetts at Amherst |
| Laura E. Thompson | Colby College |
| Maria J. Thompson | work until January, 1990; college |
| John C. F.Ting | Boston University |
| Richard Westley Tobin | Middlesex Community College |
| Mark S. Todtenkopf | University of Massachusetts at Amherst |
| Edmund E. Tsai | Carnegie Mellon University |
| Yeh-Kai Tung | Massachusetts Institute of Technology |
| Michael Vassallo | work/travel |
| Amanda Kathleen Venier | Connecticut College |
| Susan Watson Vitiello | Regis College |
| Philip Andrew Volante | preparatory school |
| Paula Ann Vote | North Adams State College |

## -W/Y/Z-

| | |
|---|---|
| Ginger Yvonne Waibel | Southeastern MA University |
| Craig Walker | University of Vermont |
| Michelle A. Walker | Northeastern University |
| Catherine A. Wallach | Washington University, St. Louis |
| Brendan J. Walsh | Ohio Wesleyan University |
| Vickie Wan | Brandeis University |
| Robert J. Wand | Colorado University at Boulder |
| Alicia Wang | Tufts University |
| Paul Daniel Warner | Worcester Polytechnic Institute |
| Glenn Douglas Watson | work |
| Ezekiel D. Weeks | University of Massachusetts at Amherst |
| David Tien-Jen Wei | Duke University |
| Karen Gail Weinstock | University of Massachusetts at Amherst |
| Joanna S. White | Brown University |
| Tyrone J. White | Bethune-Cookman College |
| Daryl L. Wiesen | Brown University |
| Rachel Wiesen | Hobart William Smith |
| Sarah Louise Wildasin | Wellesley College |
| Marc Christopher Williams | |
| Rebecca Lee Willson | Earlham College |
| Douglas A. Wilson | Syracuse University |
| Susan J. Wilson | work |
| Karl P. Winter | undecided |
| Todd Andrew Wiseman | Ohio Wesleyan University |
| Jeffrey Wood | Harvard University |
| Sheila M. Woodbridge | American University |
| Mecca Wornum | Mount Ida College |
| James L. Yang | Massachusetts Institute of Technology |
| Julie B. Yankovich | Mount Ida College |
| Jonathan Yoken | Washington University, St. Louis |
| William R. York | University of Massachusetts at Amherst |
| Mako Yoshino | defer a year; University of California at Santa Barbara |
| Jennifer Yuan | Connecticut College |
| Sandor J. Zapolin | University of Rochester |
| David Zorn | Bates College |

*Musket* contacted every member of the senior class,yet did not receive responses from all.

# Two Nights of Pops

Continued from page 1

head, attended the performance and presented the scholarship.

Adams, who was in four of the groups that performed at Pops and is also a member of the award-winning Advanced Jazz Combo, remarked, "It was ironic to be given an award for my work in the music programs I love so much."

"It's the greatest experience the music department gives. You get the greatest feeling afterwards."

—junior Malka Binder

Adams plans to attend the Berklee College of Music next fall.

Band Director Jeffrey Leonard said that he "wished the award could have been more. I think [Adams] has earned more."

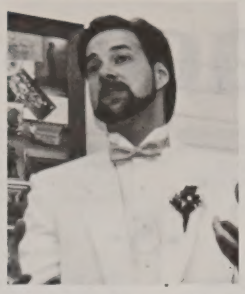
Four awards were presented at the Friday night Pops. Donald Gillespie, former music department head presented the award in his name to bassoonist and flutist Kim Goode. The award goes to a junior who has given extraordinary services to the band.

Goode will be the trustee, until next years Pops concerts, of a brass music stand that is engraved with the winners' names.

Leonard described Goode as having given her "heart and soul" to the band.

This year, the music department instituted three new awards to recognize seniors who are excellent musicians, and have contributed significantly to the department.

Leonard gave trumpeter Torkel Svanes the award for band.



**Acting Coordinator of Music Jeffrey Leonard prepares to conduct the concert band before the first Pops concert.** **Photo by Georgia Glick**

Svanes said, "it made me feel good because it said 'thank you' in public so everyone knows how much people have given to the Music Department."

Janet Haas, the orchestra conductor, presented violinist Usha Tedrow with the orchestra award. Tedrow said that she was pleased with the creation of these awards because she felt that students who do not plan to continue in music but who devote their time to the Department also deserve to be recognized.

Wendy Frank received the chorus award from Peaslee. Frank noted, "I was so honored and flattered because I feel the music department has given me so much."

The two student teachers in the music department, Susan Crain and Neil Schermerhorn, each conducted a piece with their respective groups.

Crain worked with Peaslee during the second semester and conducted the chorus in a song for their second set. Crain noted, "I appreciate how everyone made me feel a part of the music department. I was very proud of the mixed chorus and I appreciate everyone's support while we worked on a very challenging piece together."

Schermerhorn conducted "The Blue and the Gray" with the band.

"I'm already looking forward to next year's [Pops]." said Jason Simon, a freshman in the band.

**Senior Daniel Berger tunes his flute prior to the Thursday, May 25 Pops Concert.** **Photo by Georgia Glick**

# Committee Reports on School Climate to S.C.

By Dena Weinstein

The School Climate Committee (SCC) made an interim progress report at the School Committee meeting on May 16. The 48-member committee, consisting of citizens, parents, and staff, was appointed by Superintendent of Schools Philip E. Geiger. The purpose of the committee is to analyze school climate and to address the issue of teacher dissatisfaction.

After meeting for six months, the SCC invited Geiger to attend its May 9 meeting and listen to its findings. At the School Committee meeting on May 16, the SCC presented a list of factors that affect school climate and some tentative recommendations that will go into its final report, scheduled to be given in approximately two weeks.

Assistant Superintendent for Personnel and Administration Personnel Richard Barnes, a member of the committee said, "We will recommend that a managing committee be established to make suggestions about climate. This committee would insure consistency in the way our schools operate, and the committee would not just dictate, but would meet periodically to talk about the ongoing effort.

"To work, these [climate] committees would have to have a good deal of authority and empowerment."

—School Committee member Al Zabin

The managing committee would be the equivalent of a system-wide climate committee, in either an advisory or authoritarian role, according to Barnes.

"We are also going to be recommending that there be school climate committees in every building so that ideas can circulate," Barnes continued. "The Lexington schools need to address the issues of climate so that we can maintain the high quality of education in our school system."

School Committee member Al Zabin commented, "To work, these [climate] committees would have to have a good deal of authority and empowerment. The committee must be very clear on how much power it wants the present authorities to give up."

SCC member Al Fruscione, a biology teacher, added, "The superintendent would definitely have to be involved in implementing an ongoing, school-wide committee such as this would be...However, we need a structured mechanism like this to allow us to communicate our ideas.

SCC member and parent Thomas Delbanco commented on the subject of the SCC's meeting that included Geiger, "Dr. Geiger had to hear, had to listen, and did listen to comments good, bad, and indifferent, and also was given a full and fair hearing of his own observations at the end of a first, not-boring year. I think he gave us insight as to how he thinks tempo and focus will change as we move from the first year to the second year, and how we can join with him in making this a positive process."

Geiger stated, "I deliberately stayed away from the committee meetings until they invited me to come, so there could be no question of their coming up with their own ideas, without any influence good or bad by me.

"The climate committee exists, in my opinion, to create a climate conducive to promoting a healthy academic climate and psychological environment for children to learn and live in. All of us are here for that purpose," Geiger continued.

"We're not doing what we're doing as an endeavor to necessarily make our lives more comfortable, but to create an environment where students come to school in a very positive, optimistic and supportive environment. As long as kids are the focus, we can't help but succeed. After hearing that committee talk, I think that is what is happening," said Geiger

Delbanco stated, "This is only a interim report on what we are hearing right now, and should be taken as nothing thing more than that. It is a terrific group of people, because it has representation of the town, of citizens who are in and out of the schools, in terms of having children in them, of administrators in the school system, of support staff and teachers in the school system. I think we may have made a mistake in not having students involved."

Of his decision to form the committee, Geiger said, "The committee was appointed by me, and that was a controversial issue to start off with because committees are normally not appointed, they volunteer. I think people were suspect right off the bat as to why this committee was appointed...We clearly wanted to have differences of opinion expressed and perspectives explored. The positive features I see in that we have 48 people who really wanted to make good things happen."

"I'd like to explain why I appointed the committee, because in talking to faculty I found that many of them questioned this: When you appoint a committee, the committee is asked to do a job on your behalf, and that reassures people that this is an important task you are asking them to do in the behalf of the school system...I personally have an investment in the committee because it is my committee, and I think that whatever they recommend, I have a more than serious obligation to consider and decide whether it should be implemented."

"I think that we've all come to the point where there is this hope that things will work out."

—Superintendent Philip E. Geiger

Delbanco commented, "There have been some tough times in Lexington in the last few years, and I think we are all unified by those memories, but we are also unified by a great deal of determination and energy to make those memories fade."

"Overall, it has been a good process and we have a lot of good material. The outcome will be more important than the process in the long run. The process will go a long way in establishing the outcome." concluded Delbanco.

Geiger said, "I think that we've all come to the point where there is this hope that things will work out. I don't think we're dealing with 11 months of problems; we're dealing with a lifetime of people who have experience and ideas...We should always be creating."

## News Exchange Receives Award

The Lexington High School News Exchange, the High School's student-produced television news show, won third place in the New England High School Video Competition sponsored by Mt. Wachusett Community College and WSBK-TV.

LHS junior Mark Callahan is the director and producer of the show. This is the fourth year that LHS students have entered the competition and the fourth year they have won major award. Two years ago LHS won a first place in the competition. There were 134 entries in total from 61 high schools from around New England.

"Given the fact that we're competing against high schools who have had video programs for so many years, I think we're doing very well," said supervisor Wendy Thompson. She continued, "Our students are incredibly talented. I'm real pleased. They should be commended."

## Senior Superlatives 1989

**Best Looking**
Laura Ryan; Andrew O'Jamaa

**Most Likely to Succeed**
Sarah Gladstone;
Tony Castleman / Daniel Berger

**Mozart**
Karen Lee; Peter Adams

**Most Spirited**
Michele Stein; Mark Suffredini

**Open Mouth, Insert Foot**
Rachna Dang; Eric Poe

**B.S. Artist**
Alex Drane; Eric Poe

**Michelangelo**
Rachel Reinhart; Jonah Schiller

**Best Dressed**
Debbie Bernstein; Tony Moore

**Biggest Gossip**
Merrit Friedman; Mark Suffredini

**Broadway Bound**
Wendy Frank; Daniel Berger

**Romeo and Juliet**
Missy Sullivan
and Rich MacKenzie

**Mr. and Mrs. Apple Pie**
Leslie Singer and Pat Agostino

**Most Stressed Out**
Sharon Glick; Mark Suffredini

**Trendsetter**
Rebecca Murray;
Matt Merrill / Aaron Diskin

**Most Obnoxious**
Gretchen McCullough;
Ken Ehrenberg

**Most Sophisticated**
Kirsten Fantasia / Clare O'Leary;
Jason Kissell

**Worst Driver**
Alex Drane; Gregg Suffredini

**Life of the Party**
Amanda Venier; Eric Poe

**Class Clown**
Gretchen McCullough;
Jason Bander

**Class Follower**
Stephanie McMenimen;
Dave Aversten

**Biggest Complainer**
Dana Rudnick;
Mark Suffredini / Jon Sidman

Due to space constraints, *Musket* is unable to publish a complete list of *Senior Superlatives 1989*.

Flowers at the Depot, Inc
11 Depot Square
Lexington, MA 02173
Tel. 863-1108

861-0228
Lexington DRIVING School
QUALITY INSTRUCTIONS - REASONABLE RATES
SHIFT OR AUTOMATIC LESSONS
COMPLETE DRIVER EDUCATION COURSES
646-5000 FREE PICK UP 861-9552
142 MASSACHUSETTS AVE. ARLINGTON, MASS.

LHS graduate Jeff Geltman feeds Dipsy-doo, an orphaned lamb being raised at Sojourners' Farm in Madison, Virginia. Geltman chose to graduate in January to explore parts of the world before entering college. He is currently journeying along the western coast of the United States. Photo by Charles N. Giller

# *On the Road:* Life of a Southern Shepherd

Continued from page 3

She says that the old lady who lived here, upon reaching her late seventies, was no longer able to care for herself. Her brother, her housemate for all her years, tried to take care of her. A neighbor finally called the county health department to check on them. When health workers visited the house, they found her in a wheel-chair, where she had sat for many days. The hair on her legs had grown through her stockings. Her stockings could not be removed. She had not spoken for several years, and not utter a word. Every time I pass a window, a sack full of bottles and broken glass slung over my shoulder, I imagine her puckered face gazing down at me.

A thousand memories come and go. I catch some of them, while I am not working, with my pen. With no other voices save the wind and the birds, my mind churns out remembrances.

> I am alone on the side of a mountain. An abandoned house looms ahead. The screen door clacks against the door-frame. A board creaks. Here is my work — cleaning up 70 years of dilapidation.

The vulture rides the wind with outstretched, upturned brown wings. Over the crest of the hill rolls a gust of storm-wind. The massive bird falters, then shifts, rising upwards. Long, dry grass tickles my sunburned back. I am alone. This solitude, I am learning, is rare and essential. Vultures, their red, furrowed heads drooping below their bodies, circle over where I lie in the grass. They soar away. Then, the rain comes.

I am standing next to Clifton, an 82-year-old black farmer. The skin on his hands looks like the earth of a parched riverbed. With the quivering slowness of age, he raises his mahogany pipe to his dry lips. A pall of sweet smoke drifts toward the roof of the tool shed. Outside, a drizzle soaks his fields, dampens his cattle, muddies his road.

"Yep, I certainly have seen a lot'a changes," he responds to my question after a long pause, "I couldn't ev'n begin to describe 'em." The words flow out of his mouth like the Shenandoah streams down the Blue Ridge hills: ambling, meandering, calm.

Clifton scuffles back to sit on an empty oil pail. "Aw, you don't wanna sit on the flaw," he says, emptying a tool box and settling it at my feet. We sit, elbows on thighs, as if we are tending a fire. I lean toward the flames.

The tales come. Working from dawn to dusk when he was a teenager, shucking corn, tending cattle, planting beans. Being treated like an animal by white folks, then refusing to work for them. Hearing his grandmother's stories about slavery violence and emancipation. The Civil Rights Movement, some of his friends and Martin Luther King Jr. marching on Washington. After hours, he says, "I like talkin' to young folks, come by again." He trods back to his house, a plume of breath coming from his mouth as he says, "Yep, come back again."

Before I came here, I was not sure that people like Clifton were still around. Most 70-year-olds that I know are incapacitated, surrounded by pills and tubes. He still works in the fields. And at the same time, he accepts his coming death beautifully. "Yep, I'm a cuttin' up wood — fayah wood — faw next yeah...That is if I make it to next yeah," he says one day. "What," I gently question, "you think about that?" He just smiles, his teeth moving below his lips.

Here, alone on the hill, I watch the shadow advance on the valley. I have already been dressed in this cloak of night; the hills and trees before me, stretched out far across the horizon, have not. The wind, too, rushes over the mountain ridge, down to the valley. Passing through the early moon are a band of vultures. So high!

Soon, I sleep.

---

And many of us look as if we will drift, asleep, through high school, colleges, employment. Through life. If not conscious, we will follow an expected path, making money and spending money, seeing little, never owning up to the narrowness of such an existence.

Radical political activism. Solitude and working in the natural world. Theses are just two realities.

There are countless realities: look and discover.

# Karras Era Ends

Continued from page 3

think of him or in what...administrators think of him or of his standing in the community — his concern [is] providing the best possible experience for his students. And he works on it every day, and he fights for it every day."

Southwick claims, "[Karras] was always forthright in terms of his dealings with people; he was never Machiavellian: If he had something to say, he said it. It was true in staff meetings, it was true in social studies department meetings, it was true with parents. He wasn't dogmatic in that sense but he was honest in terms of what he had [to say].

"He's got young people to be skeptical of sources. He's an academician in terms of where he works — he believes strongly in study, he believes...that preparation in itself is key — but you have to be willing to put the time in, to put the effort in to produce whatever you want to do, and you have to constantly challenge, challenge yourself, challenge others, challenge materials. I think that this has been great," Southwick asserts. "He appeals to certain types of students. Ray and I used to swap students a great deal [because of our different methods]."

Senior Michael Grynberg states that Karras "taught you more to be a historian than he did teach you history." Sophomore Agnieszka Reiss elaborates, "We don't just memorize facts, we actually do something with them...You see some point [to history]...You see how it's relevant."

Karras' inquiry method, according to senior David Wei, is both "innovative [and] good...You learned the material."

Senior Mako Yoshino says, "His methods are a little extreme...his style is so different from any social studies teacher I've ever had."

"He made history interesting," declares senior Daryl Wiesen. "It wasn't just the facts; it was *why* it happened. He taught us *why* and not just *what*."

Karras notes, "The kids have been the highlight of [my career]. I've been very lucky to have those students...The kids are the same kids as they were twenty years ago,...but [the students'] response to the environment is different because [they] live in a different environment. [They] are much more conservative now, it seems to me. I think [they're] wisely so because I remember students twenty years ago with the student movement took foolish risks."

Southwick comments, "When you got kids who come back from colleges and universities, one of the things they constantly mentioned was the preparation they had in research techniques — how to go about deriving a hypothesis, how to go about supporting a hypothesis...It's a marvelous technique — I didn't learn it in high school." Southwick continues, "[Karras] was an advocate of [research papers over] the years, and he fought hard for it. It got away, and now I guess it's come back, but he does it himself, there are very few others who do that sort of thing."

Karras said of research papers, "I never stopped [assigning them] entirely...But I do remember years when we were offering two to four source papers a year per each class. We were requiring four source papers for AP [Advanced Placement classes], two for the next level a year — and then it was just too much [work for the teachers].

"We found that when the kids are assigned a couple a year...the second one is a lot easier, and the third is still easier." Students also found these papers to be rewarding, according to Karras. "It's the best thing we do, it's the showpiece of the department...It's just something I do — and it's nice to have the kids come out with their collected works, you know?" Laughing, he pantomimes a tall stack.

Southwick points out, "He always believed marks themselves should be earned, that there should be no gratuities as far as grades are concerned. He might compromise on occasion, but basically the kids knew where they stood...Sometimes parents didn't like it, but he would rarely waver from where he was. You went in there, you knew what was expected."

Sophomore Agnieszka Reiss admits that Karras "requires a lot — a *lot* — of work, which can sometimes be too much." Yet senior David Wei feels that Karras "got students to think about the issues and apply themselves."

Noting that coverage was not Karras' "bag" — "he wasn't worried about the coverage, he was worried about a process," Southwick muses, "All we become is a catalyst for [students] to learn."

> "[Karras] is one of the solid pillars of this high school because of his dedication to academics,...his willingness to work and his expectation levels for other people."
>
> —retired social studies teacher George O. Southwick

Karras worked for several years with the Educational Testing Service (ETS) in Princeton, New Jersey. Starting in the late seventies, he spent three years on the committee that wrote the American History Advanced Placement (AP) exam and six years as an AP exam reader. Since nine years is the maximum amount of time one can spend with ETS, Karras' last year as a reader was 1987.

He indicates his satisfaction with the AP format: "I'm happy especially with the essay [questions]. The multiple choice is not so hot — I mean it's no different from any other multiple choice, really it's no different from the achievement. But with the essay component, you've got a legitimate way to evaluate students' work."

To support his viewpoint, Karras points to David Owen's book, *None of the Above*: "He smoked them so mightily that his main recommendation was that the Educational Testing Service should be abolished...He had one exception and that was the Advanced Placement testing," Karras beams proudly. "The making of the questions, and the grading, and the reading of [the tests] is very carefully done. It's a wonderful experience for any teacher to be into, I think in any subject."

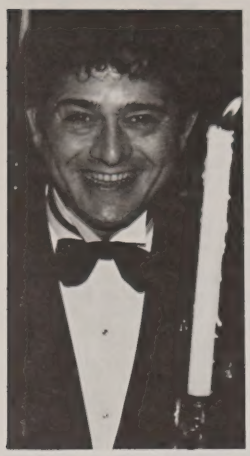
Southwick says, "I think [Karras] was probably, or is, one of the solid pillars of this high school over a period of time because of his dedication to academics, because of his willingness to work and his expectation levels for other people. It's hard to replace people like Ray Karras. Regardless if you intellectually agree with his methodology, it's hard to get people, and that's my greatest fear."

Engelberg describes Karras as the "gadfly" that has "kept us intellectually honest. "Ray Karras is doing excellent things here," she continues, "What he does is very unique. I don't think Ray Karras is replaceable." She feels that his departure "will leave a very large gap. [His insistence on academics is] a kind of rigor we need."

"I understand what he plans to do," confides Southwick, "is to try to get involved...in the training of future teachers, which is where one of his real strengths is, working with people, getting them interested in the routine of academics...He won't get out of education — that would destroy him...[We're] going to lose a good person. I'm sorry to see him go, but I knew it was coming."

Karras sums up, "I wanted a change in career [from advertising]...I'd had enough, I wanted a change. I'm glad I did. Now I want to change again. Never let them tell you you're stuck in one career the rest of your life."

For almost 50 combined years in the Lexington school system, Ray W. Karras and George O. Southwick were two stalwarts of the High School's social studies department. *Musket* File Photo



**Rafe Jenanyan**
**1939-1989**

# Sports Boast Exceptional Year

Continued from page 12

Middlesex League MVP, Mumford will never be forgotten. He has an unforgettable talent. He had an unforgettable season. Who will ever forget it?

If there was ever an LHS athlete comparable to Mumford, Lexington's Matt Simon is it. What Mumford was to basketball, Simon was to track. Simon was unbeatable in the league, winning the Middlesex League Cross-Country Race, and winning the Middlesex League MVP in both the indoor and outdoor seasons. Simon, like Mumford, inspired awe as he blazed around the track breaking records and winning gold medals. A Boston Globe All-Scholastic in cross-country, Simon started off the year successfully, catapulting him into the indoor season where he obtained three league best performances, only having the fourth taken away in the last meet of the year.

At the State meets, Simon lowered his mile personal best to 4:23 but finished a disappointing fifth place. However in the outdoor season, Simon has proven himself. Most recently Simon ran a 4:14 mile, the sixth fastest time in the nation this year. Simon also has run a 1:55 half mile, a 9:33 2-mile and a Eric Crichlowesque 49-second quarter-mile. Simon has perfectly followed the masterful guidance of Coach and former star Arthur Dulong who trains his runners to peak in the later years, not in high school. If Simon hasn't yet peaked, isn't it scary to think what else he is capable of? He is definitely the best in distance running Lexington has seen for a long while. He has an unforgettable talent. He's had three unforgettable seasons. Who will ever forget it?

Aside from these, Lexington has made its mark elsewhere. The football team won the Middlesex League with a record of 7-2. The boys' cross country team won both the league and the EMass title and also finished fourth in the State meet. Lexington had four athletes who gained League MVP honors for their efforts in their respective sports and an impossible-to-compute number of League All-Stars. Lexington had three coaches gain Coach of the Year honors from the Boston Globe: soccer coach Bob Hartshorn, boys' tennis coach George Mechem and girls' tennis coach Bruce Mallory. Lexington's domination is evident.

So, in one person's opinion, this past year was very successful for LHS. It was full of memories, full of once-in-a-lifetime athletes and, most of all, full of miraculous efforts. It was an incredibly memorable year. Who will ever forget it?

# Tennis Rips Foes

Continued from page 12

hold second place in the league.

Glick lost at first singles 0-6, 0-6. Tenpas lost her second singles match 3-6, 3-6. Ramnath continued her undefeated singles season with a 6-3, 6-4 win.

Marques and Herrmann had a difficult first set in their first doubles match, but held tough and won 7-6, 6-3. The team score now at 2-2, the match depended on the second doubles game of Estow and Sheila Woodbridge. They won the first set 6-3 with relative ease, but lost the next two 3-6, 5-7.

Looking to avenge their close loss, the Netwomen prepared for their post-season match-up with Reading. Yet, the final score was the same — a 2-3 loss.

Glick lost her first singles match 1-6, 2-6. Tenpas lost at the second singles position 3-6, 2-6. Ramnath played her match confidently and won 6-1, 6-4.

Marques and Herrmann dropped their first doubles match 4-6, 4-6. Woodbridge and Estow sought revenge for their earlier loss, and found it with a 6-3, 7-6 win.

The junior varsity Netwomen have been faring better than their varsity teammates. One of their best showings came against Reading. At first doubles, junior Jen Casper and senior Rachel Levy won 8-2. Freshman Alicia Cokorogianis and senior Eileen Anderson won their second doubles match 8-4. Playing third doubles, sophomore Buqet Cinkilic and freshman Keri Sarajian won 8-1.

At fourth doubles, freshmen Gina Coplon and Irene Shen were victorious, with an 8-3 final score. The fifth doubles match was the only loss for the junior varsity Netwomen. Freshmen Elaina Puopolo and Peggy Lin lost 3-8. Seniors Gabrielle Bettacchi and Nina Braun won their sixth doubles match 8-3.

The Netwomen, and their coach, Bruce Mallory, will go on to compete in the state tournament later in the season. Mallory was voted Division I Coach of the Year by the Boston Globe, but he remains modest. "This award isn't for me and my coaching, it's for my team," he said.

# *Principals Keep Positions*

Continued from page 1

School Committee members by electronic mail. In a memo, Waring noted his concern that Geiger had formulated recommendations before reading the associate/assistant principals' evaluations.

However, only one member, Chairperson Polly Woodworth, read the message. Two other School Committee members tried to access the memo, but had problems with their computers, according to Woodworth.

Woodworth said she was "disappointed for Dr. Waring that [other members] hadn't had a chance to read what he had to say."

She said she assumed Geiger recommended "the four [candidates] he felt would be best for the school and the system."

Robinson said he felt he was inadvertently caught in the controversy at the School Committee meeting because Waring waited to make his complaint until after the other three incumbent candidates had already been approved by the School Committee. Robinson added, "I'm not angry. It had nothing to directly do with me. It had to do with...confusion about the process."

> "I was disappointed for Dr. Waring that [other members] hadn't had a chance to read what he had to say."
>
> —School Committee Chairperson Polly Woodworth

In a memo to School Committee members discussing his recommendations, Geiger stated that the associate/assistant principals "worked very diligently [this year] as a team assisting each other in completing their responsibilities. Each person was able to carry out his/her own obligations while providing advice to the others through a team approach."

Geiger continued, "Clearly, there are still areas which they must address and improvements which must be made, but they are very willing and able individuals. They have worked hard to accomplish their new tasks at the High School and have been able to bring the situation under control. Order and accountability has [sic] been restored to the High School and progress is being made on all fronts."

A nationwide search through newspaper advertisements was conducted to select the associate/assistant principals. In all, according to Waring, there were 92 applicants — 87 from outside the school system, and five internal applicants. The non-incumbent internal candidate was high school math teacher Arthur Dulong, who applied for the student affairs position. Dulong said he applied because he "had some ideas about how the position could be handled, and I thought I could do a good job at it."

**Lawrence M. Robinson will serve in a permanent capacity as assistant principal for student affairs starting in 1989-1990 school year.**
**Photo by Lara Ho**

"I would have liked to expand the participation of the student body," Dulong commented, "so that we had more people involved in the various activities." He said he had not been expecting to be chosen because "it didn't make any sense that I would be selected over [Robinson]. He is obviously doing what the [school] system wants him to do [and] the Superintendent has final say over these things. [Geiger] made a decision that he thought was in the best interest of the system."

The process to select the administrators involved a screening committee, consisting of Geiger, Waring, Associate Superintendent for Secondary Curriculum and Instruction Isa Zimmerman, and Assistant Superintendent for Personnel and Administration Richard Barnes. The screening committee recommended from two to six candidates for each position to be interviewed by a committee, one per position, consisting of administrators, teachers, students, and parents. The interview committees did not necessarily interview all the candidates recommended for the positions, as there was a "further reference review by [the] staff [to reduce] the pool of applicants," according to a letter mailed to prospective interviewers by Geiger.

In the letter, Geiger wrote, "It is not your task to select the candidates in rank order nor to choose the 'best' candidate, but to pass along the names of those candidates who can meet the demands of the position successfully. Your committee will submit to me the names of two to three individuals but the Committee should not hesitate to submit the names of all 'able candidates' who will then receive further consideration."

Waring, who was not on any interview committee, said, "The candidates did not even have to be rated 'acceptable' by a majority of the interview committee" to be passed on to the next stage in the selection process.

After the interview committees completed their work, four site visitation teams were organized. All four teams included, at least, Waring, Geiger, Wilson, and Barnes. The three assistant principal site visitation teams met with parents, faculty members, and students from the High School, who discussed the qualifications of the four finalists for the positions — the incumbents and Dulong.

There were three finalists for the position of associate principal — incumbent Paul Brown and two others — all from Massachusetts. After the site visitation team discussed Brown in Lexington, the schools of the other finalists were visited, "and we repeated the process [of discussion]," stated Waring.

Waring said he felt his position was "virtually ignored" by the process because he "wasn't involved appropriately." Waring elaborated, "In the whole process, I met two out of 87 outside candidates, only one of whom I was interested in seeing from the point of view of being a good candidate...I would say if I rated someone as 'satisfactory' [during the screening process] and nobody else did, and we chose not to see that person, that's one thing. But where there was a rating of 'satisfactory' [by several of us] who were reading the paperwork, it would have been useful to see those people.

"I have said to the School Committee that I intend to support [the four incumbents] in their current positions," Waring added. "Originally, I had recommended a different set of names, but that was a futile gesture on my part, I'm sure. Nevertheless, I wanted to make clear to the Superintendent and then to the School Committee that I felt it was appropriate, in my mind, to have chosen a different slate."

Brown had worked as as science department head at the High School for seven years and as science department chairperson at Diamond Junior High School for 10 years before taking over his current position.

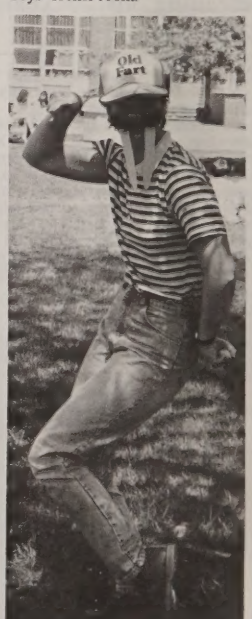
Huntington, who served as a housemaster from 1986-1988, said she wants "to be more proactive in terms of thinking of ways...in which [the administration] can stop [students] from cutting classes, that aren't punitive." Also, she hopes to do "a better job of integrating special education with regular education."

Robinson joined the school system in 1976 as a social studies teacher, and in 1986 took over the now defunct job of coordinator of student affairs, before becoming an assistant principal. He said he wants to continue "to improve conditions on campus for faculty and students." He noted, "[I want] to continue to find ways to get more kids involved in various things happening on campus, including new organizations."

Robinson added he would like to work with other schools to exchange ideas and experiences. A new activity he is organizing for next year is a series of monthly meetings "with all the leaders of all the organizations on campus." The meetings correspond with his overall goal of trying "to increase communication on campus."

Capezza has been employed in the Lexington schools since 1970. In the past, he has been the social studies department chairperson at Diamond, assistant principal at Diamond, and a housemaster at the High School. He said he wants to "continuously improve the appearance of the High School. The environment in which we live and work is important to the attitude with which we do our jobs."

As for his immediate plans, Capezza said, "I'm working right now to improve the appearance of all the lavatories used by students, to change the lighting in the boys' and girls' locker rooms, and and to do a major locker repair job in the boys' locker room.




**Senior Anne Duncan, dressed as English teacher Warren Brown, flexes her biceps. Duncan took part in Senior Fools Day on May 22.**
**Photo by Mako Yoshino**

Flying over the 100-meter hurdles, senior Michelle Sheehy leads the pack while teammate Kirsten Kramer, also a senior, follows in a close second. Photo by Mako Yoshino

# Girls' Track Crowned State Class A Champs

By Amy Marx

For the first time in several years, the Lexington High School girls' outdoor track team was not even close to the top of the Middlesex League standings. After an opening loss to Stoneham, the team appeared to be on a roll as it mounted six consecutive victories. However, a number of injuries resulted in two more losses as the Maids lost to both Burlington and Reading.

Despite a disappointing regular season, the LHS girls' track team tied for first place at the Class A State Meet

A disappointing record of six wins and three losses left Lexington with a fourth place standing in the league. Its lack of depth was undoubtedly Lexington's downfall. Nevertheless, this unfortunate circumstance did not detract from the outstanding accomplishments of individual team members.

The Minutemaids' talents were particularly evident at the Middlesex League Meet. Sophomore Latisha McQueen raced to victory in the 200-meter event. Both junior Amy Marx and senior Kirsten Kramer competed in the 300-meter hurdles. Marx won the event with Kramer following in fourth place. In the 400-meter run, sophomore Sarah Hutchinson and junior Jay Hartshorn captured second and sixth places, respectively. Senior Tricia Alfred sailed to victory in the 100-meter event, while sophomore Shana Yansen also competed hard. Sophomore Angela Marino ran the mile and notched a personal best throw in the javelin. Lexington's 4x100-meter relay team gained a victory as the foursome of Marx, Hutchinson, McQueen, and Alfred cruised to an uncontested first place finish.

With the dual meet season completed, Lexington started to focus its energies on the upcoming state meets. This increased concentration and effort won Lexington the Class A State Championship for the second straight year. With 64 points each, both Lexington and Newton North secured a share of the Class A State Championship. Lexington had successfully turned its back on its disappointing fourth place finish in the Middlesex League to win the Class A meet.

The Class A meet proved to be the first meet in which individual talent carried more weight than depth. Lexington thus had an opportunity to showcase its talent. Lexington secured four first places, two second places, a third place, and two sixth place finishes.

Hartshorn was Lexington's top scorer as she won the 800-meter event with a time of 2:20.8 and leaped to a 34'11" second place in the triple jump.

Despite an injury that kept her from practicing over the past two weeks, senior Leslie Singer came up with a notable victory in the 400-meter event. A solid race in the trials followed by another in the finals earned Hutchinson a sixth place finish in the same event.

Marx was also a top scorer as she placed second in the 300 hurdles and anchored the 400-meter relay to victory. In the trials of the same event, Kramer ran a personal best time which qualified her for the finals, where she placed sixth.

Lexington won yet another event as senior Michelle Sheehy won the 100-meter hurdles with a time of 15.2. McQueen just missed second place in the 200-meter event, settling for third, and also ran a leg of Lexington's victorious relay team.

Yansen ran well in the 100-meter trials and was able to advance to fourth place in the semi-finals, while Marino raced to a 5:40 finish in the mile.

Officially dubbed the "band-aid" relay team by coach Ken Totas, Lexington's all-underclassman 4x100-meter relay team cruised to victory. As a result of injuries to Singer and Alfred, the inexperienced relay combination of Yansen, McQueen, Hutchinson, and Marx was left to compete for Lexington. The foursome raced to first place with a somewhat mediocre time of 52.6.

This victory in the Class A meet serves as a reminder to its opponents that Lexington will be a force to be reckoned with in the upcoming All-State Meet.

# Boys' Tennis Battling Hard

By Venktesh Ramnath

The Lexington High School boys' tennis team has again asserted itself throughout the Middlesex League this year, winning key matches that have taken them to the top half of the league where it awaits further competition.

Although the team was recuperating from the loss of four graduating seniors last year, Coach George Mechem pooled his efforts with those of returning varsity lettermen Greg Marion and Venktesh Ramnath in an attempt to revitalize the Netmen.

"Most years I have an idea who might be varsity candidates, but this year I had no idea," said Mechem.

After tryouts took place in April, the Lexington team stood with junior Marion at first singles, junior Ramnath at second singles, and junior Fabio Cigna at third singles, freshman Nathan Zimmer and sophomore Rick Zeoli at first doubles, and junior Jim Weintraub and senior Mark Carbone at second doubles.

The team's opening home match against Stoneham was a great success; all positions won easily in straight sets. The team then played Melrose, which was a tough match-up on paper, and proved to be even tougher than expected due to the fact that Marion was on the sidelines with an elbow injury. The team could not overcome the disadvantage and the only wins were at first and second doubles.

The team played at Belmont next , an opponent able to be beaten, but the fates once again conspired against Lexington, for Ramnath was absent due to an academic commitment. The team fought hard nonetheless, but eventually lost the match 2-3, with wins from Marion at first singles, and Zimmer and Zeoli at first doubles.

However, the team's spirit remained strong, and the Netmen destroyed their next two opponents, Woburn and Wakefield, with identical 5-0 scores.

Next up for the Netmen was Winchester, Lexington's arch-rival for countless years. Marion at first singles surprised the Winchester fans with his tenacity, but he finally yielded the match 6-7, 4-6. Ramnath at second singles won a tough three setter, 6-3, 6-7, 6-2. Cigna at third singles utilized his smoothness of form and precision to confuse his opponent, although he lost 4-6, 6-2, 4-6.

The first doubles team of Zimmer and Zeoli faced stiff opposition but gave a fight in the second set, and the second doubles team of Weintraub and Carbone doubled their efforts throughout the match, but came up short, 5-7, 6-1, 5-7.

The season's climax, however, were the back-to-back confrontations with the Reading Rockets. These two matches, played with only one day between each other, were the matches to decide if Lexington would make the top or bottom half of the Middlesex League.

In the first match at Reading, Marion lost his first singles match in two sets. Zimmer and Zeoli, at first doubles, annihilated their opponents 6-1, 6-0. Cigna won his third singles match 6-4, 6-3. Ramnath provided the winning point for Lexington with a three set win, 6-2, 2-6, 6-3. Weintraub and Carbone made a great comeback after a one-set deficit, but lost 5-7, 6-0, 5-7.

Lexington won its second match-up with the Rockets, this time with a score of 4-1. The Netmen, now firmly established in the top half of the league, will leap into the rest of their season.

Cindy Kelly, a freshman, cradles the ball upfield. The girls' lacrosse team had a record of 6-8.
Photo by Mako Yoshino

# Minutemen Dash to Season's End

By Yeh-Jiun Tung

The Lexington High School boys' track team finished its season with a 4-5 record. Although Coach Arthur Dulong had hoped to place higher in the league standings, he commented, "After vacation, [the team] got it together and competed hard." Individual efforts were evident as many Minutemen performed well enough to qualify for the Eastern Massachusetts Class A Track Meet held on May 27.

In the early morning fog, Lexington's sophomore Ted Fitzpatrick and senior Dwight Holmes opened the meet with the two-mile. After the gun was fired, Holmes took an early lead for the first half-mile while Fitzpatrick stayed with the pack. The duo stayed close together for the remaining part of the race, and finally kicked in for a strong finish, both holding off an oncoming opponent. Fitzpatrick and Holmes finished seventh and eighth respectively with a time of 10:01, however, and they were unable to qualify for the All-State Meet.

Lexington was represented by junior Nick Nebolsine in the 400-meter run. Nebolsine placed second in his heat, blazing by another sprinter in the final 100 meters of the race, running 52.7 seconds, his personal best time by almost one second. Yet, his time was not fast enough to advance to the finals.

In the 100-meter dash, sophomore Ken Richards ran 12.0 seconds in the trials, advancing to the quarter-finals. Despite Richards' 11.9 second time in the quarters, he was not able to advance.

In the 110-meter high hurdles, junior Joey Wong and senior Mike Grynberg were seeded fourth and ninth respectively. The hurdlers advanced to the semi-finals where they both ran 15.6 seconds. Grynberg placed fifth and Wong placed fourth in the semi-finals

The mile was an exciting race for Lexington as senior Matt Simon and junior John Raach were entered in the seeded mile. Simon stayed in the pack but responded to New Bedford's Jose Correia when both pulled away with 500 meters left in the race. Simon ran close behind until there were 300 meters to go, when he sprinted past Correia. Unable to match Simon's powerful kick, Correia fell back and Simon beat him by 60 meters, finishing in a personal best time of 4:14. Raach ran a strong race with a time of 4:37, but was not fast enough to qualify for the All-State Meet.

Sophomore Ed Single ran the 800-meter event for Lexington. Returning recently from unexpected problems, Raach was not able to run fast enough to advance.

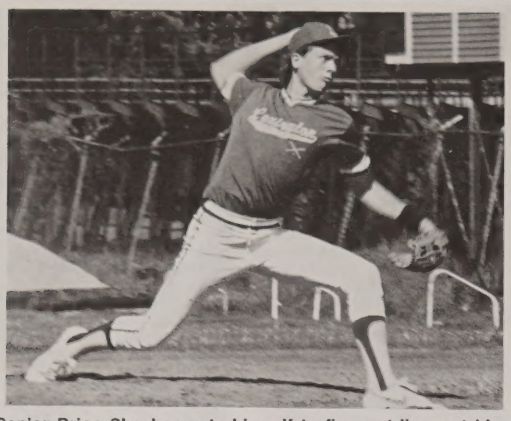
Sophomore John Kiladis threw competitively in the javelin although he was unable to place. Junior Rich Beukema also competed hard in the pole vault but faced troubles and also could not place.

Senior Doug Wilson qualified for the All-State Meet in the high jump, as he leaped to second place in 6'4". Although he jumped as high as Woburn's Steve Martin, who took, first place, Wilson was given second because he had missed more times.

The 4x100-meter relay team of Richards, Grynberg, senior Tony Castleman, and Wilson ran to a sixth place finish, barely missing the fourth place needed to advance to the All-State Meet. The mile relay team faced difficulties due to the fatigue of its runners. The team of Nebolsine, Jon Singh, Wilson and Simon ran to a time of 3:34.7. The relay did not place high enough to qualify for the All-State Meet.

For the qualifiers, Matt Simon and Doug Wilson, prospects look good for the All-State Meet, where both expect to place among the top in their respective events.

The Minutemen's Doug Wilson, a senior, lunges over the high jump bar. Wilson is the team's leading jumper.
Photo by Mako Yoshino



Senior Brian Sheehan sets himself to fire a strike past his opponent. Photo by Mako Yoshino

# Girls' Tennis Crushes Rivals

By Sarah Estow

The members of this year's Lexington High School girls' tennis team have surpassed all expectations by ending up in the top half of the Middlesex League, securing a spot in the state tournament, and having their coach, Bruce Mallory, named Division I Coach of the Year.

"This award isn't for me and my coaching, it's for my team."
—girls' tennis Coach of the Year Bruce Mallory

The varsity Netwomen have chalked up an 9-4 record, while their junior varsity counterparts have an enviable 12-1 record.

For their last match of the season, the Netwomen faced Winchester for a second time. Expectations were high since Winchester had lost to Reading, evidence of the Sachem's weakness this year. Unfortunately for Lexington, the match-up resulted in a 1-4 loss, as it had during the teams' previous meeting.

In her usual first singles spot, senior co-captain Sharon Glick lost to Laura Tozza 1-6, 2-6. Playing Tozza's sister Carrie at second singles, junior Michelle Tenpas was defeated 2-6, 2-6. The only win for the Netwomen came from freshman prodigy Seetha Ramnath at third singles. She was victorious over Mary Tinkler 7-6, 6-3. The first set marked the third consecutive set played by Ramnath and Tinkler that ended in tie-breaker.

Seniors Sonia Herrmann and Nikki Marques lost to Jennifer Bush and Cati Fuller 4-6, 2-6, at first doubles. Playing second doubles, senior co-captain Sarah Estow and senior Sheila Woodbridge lost their match to Margaret Cunningham and Megan Mullin 2-6, 4-6.

The previous day, Lexington beat Belmont 3-2.

When the Netwomen faced an undefeated Winchester squad on its clay courts, few expected them to come out on top. They didn't win, but they did manage to show the Sachems that Lexington wasn't willing to be destroyed 5-0 as it had been last year.

At first singles spot, Glick lost 4-6, 1-6. Playing second singles, Tenpas lost a tough three-setter 6-4, 6-7, 4-6. Ramnath won her third singles match 7-6, 7-6.

The duo of Herrmann and Marques lost their hard fought first doubles match 7-5, 3-6, 0-6. At second doubles, the combination of Woodbridge and Estow lost 4-6, 6-4, 5-7.

After the disappointment of not pulling off a Winchester upset, the Netwomen were anxious for an easy win. They had just that against Watertown.

Glick had no problems in her 6-1, 6-1 first singles match. Lexington was given a bit of a scare during Tenpas' second singles match, when she lost the second set after winning the first. When it was all over though, Tenpas came out the victor, 6-1, 6-7, 6-3. Ramnath won at third singles 6-3, 6-3.

The doubles teams won both of their matches in straight sets. Marques and Herrmann had a score of 6-2, 6-3 at first doubles, while Woodbridge and her sister Charlotte, a sophomore, won 6-0, 6-0.

Since Reading had also lost to Winchester, the Rockets and the Netwomen had identical records. The match-up between the two teams would decide who would

Continued on page 10

# Boys' LAX Clinches First Place in League

By Jason Kissell

Despite recent losses to Winchester and league-rival Acton-Boxboro, the Lexington High School boys' lacrosse team was still able to hold on to first place, giving them the Division 1 North league championship.

The laxmen romped through the regular season compiling an 11-1 league record and an 11-3 overall record finishing just ahead of second place competitors, Acton-Boxboro.

After starting off the season without a league loss, the Minutemen ran into trouble against Acton-Boxboro the second time around after having beaten them the first time, 8-5. The team lost a hard fought battle, 8-6. The team's other loss, to non-league Winchester, featured a Minuteman comeback after falling behind 3-1. Lexington went ahead 5-3 but then hit a cold spot that enabled the Sachems to score three unanswered goals, giving them the victory, 6-5.

Sandwiched in between the losses was Lexington's thrashing of Burlington, 11-2. But even with the victory, the Minutemen suffered a great loss, as senior attackman Andrew Ojamaa broke his right hand after an opponent speared it with his helmet. Ojamaa will be lost for the remainder of the season.

With the injury, freshman Tommy Scott has been able to play more often and he has taken advantage of it, compiling numerous goals and assists at the unfamiliar varsity level.

The league clincher and most recent Lexington victory came against Medford, in which the laxmen won 8-5. Although the score was close, the game was not, as the Lexington duo of seniors Jon Sidman and Jonah Schiller each had three goals and fellow senior Nat Bruce scored two.

A middie, Schiller started off the Lexington scoring early on with a 15-foot shot from the right side. Sidman followed that up later on with a blast into the upper right hand corner. After Schiller added his second goal of the day, Bruce added his first putting the laxmen up 4-1.

On a great hustling play in which the ball came loose in front of the net, Sidman scored his second of the day as he batted the ball into the side of the net. Bruce added his second of the day right, giving the Minutemen an insurmountable lead at the half, 6-3.

Both Schiller and Sidman scored in the second half to produce the final score of 8-5. Sidman did his damage on a great feed across the crease by Bruce.

A consistent game in goal was turned in by sophomore Greg Weeks and he was backed up by the consistent defense of seniors Chris Spence and Gregg Suffredini and junior Peter Baty. The defensive middie line of senior Eric Poe, junior James McCarthy and sophomore John Kissell also turned in a fine performance in stopping the potent Medford offense.

The team now looks to the State tournament for further success.

With a deft snap of the wrist, senior middie Jonah Schiller hurls the lacrosse ball toward the Burlington goal. Photo by Mako Yoshino

# *LHS Sports Boast Winning Year*

By Jason Kissell

As the 1988-1989 sports season comes to a close, I can't help but look back at the success our Lexington teams had in the past fall, winter and spring seasons. No matter which way I turned my head, a Minuteman team seemed to be winning, either advancing to the State tournament or winning the league. It was definitely an unforgettable year.

When thinking about the most emotional and most athletically exciting season of the year, I immediately arrive at the marvelous heroics of the boys' soccer team. After finishing the regular season with an 11-5-2 record, who would have ever thought it would advance all the way to the State semifinals. And who would have ever thought that it would beat Wakefield, its Middlesex League rival who it lost to twice in the regular season. I think that game will forever be etched in the minds of those who saw Lexington beat the Warriors 4-2 in a shootout.

All the odds were against them; they were playing at Wakefield's home field, it was raining heavily, they were playing against Warrior standout Sean Higgins and they had lost to Wakefield in the same situation the year before. Both teams played not through ability but through determination; it was evident the team with the greater drive and the bigger heart was going to win. Numerous scoring attempts were unsuccessful in regulation forcing the game into sudden-death overtime, where each team, fatigued and drenched, grasped desperately for victory. The stakes were clear: whoever wins advances, whoever loses has its season end. I think it was then that the seniors of the team realized that they didn't want an abrupt ending to their high-school careers, thus forcing them to lead the team.

After six tantalizing and excruciatingly thrilling overtime periods, the game came down to a shootout, five penalty shots for each team. Calm and collected on the outside but nervous and scared on the inside, the Lexington senior trio of Jonah Schiller, Brian O'Connor and Andrew Ojamaa each made their shot, setting up a junior, Peter Baty, to win it for the Minutemen. It was a win beyond comparison to any other event of the entire year. And it was a win that should overshadow the team's semifinal loss to Silver Lake. It was an unforgettable game. It was an unforgettable season. Who will ever forget it?

Senior Matt Simon was a standout in all three track seasons this year. Photo by Austin Lin

The girls' indoor track team had similar success, winning not only the Middlesex league but the EMass and State titles. The team went undefeated the whole season long, blowing out most of its opponents. This team was a team of destiny though, as evidenced by its thrilling win over Stoneham in which a virtual unknown, freshman Michelle Pavidas, came out of nowhere to grab an unexpected second place and the necessary three points to beat the Lady Spartans by two — no longer is she unknown.

The team went into the State meet looking for victory but not necessarily expecting it. After not failing to gain some expected points early on, the girls were faced with an immense obstacle but they bound together and fought together. Junior Jay Hartshorn capped off an incredible season by winning the 1000-yard run, senior captain Leslie Singer ended a marvelous indoor career with a third-place finish, and the unbeatable relay team won again, in a captivatingly clutch performance.

After junior Amy Marx took the early lead and sophomore Sarah Hutchinson and Hartshorn maintained it, Singer then took the baton with a ten-yard lead over feared competitors Alicia Porro of Norwell and Trevy Matthews of Foxboro. After the first 200 meters of her 400-meter race the lead had been erased, and Singer was now in a battle for the lead. But as soon as she was caught up to, Singer dug down deep into the depths of her drive, and pulled out and incredible burst that pulled her away from her rivals and gave not only the relay team the gold, but also gave Lexington the team title as well.

It seemed as though all of what Singer had worked for in her four years of high-school track came down to one moment. Behind the incredible noise of the crowd, Singer communicated with herself and successfully accomplished her goal. It was an unforgettable race. It was an unforgettable effort. Who will ever forget it?

No matter how long the High School is in existence, it is certain that one name will always be synonymous with LHS sports: Lloyd Mumford. Although the team wasn't as successful as it had been in the past, Mumford was still able to constantly amaze whomever watched his sky-bound leaps, his graceful jump-shots and his unequaled versatility. Headed to Villanova on a full scholarship, Mumford was the most feared basketball player in the state besides girls player Sarah Behn, the all-time leading scorer in Massachusetts.

It was definitely an unforgettable year.

If there was ever a player who gave you goose bumps by just watching him play, Mumford was the player. The all-time leading scorer in Lexington history and

Continued on page 10